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ABSTRACT

This publication is a reprint of the combined Instructor's Manual and Student Materials developed for a training course entitled "Human Relations in Government." The course, manuals, and materials were developed and tested over the years 1969-1970. Designed primarily for management personnel in public administration, the purpose of the course is to examine the personal interaction between a manager or supervisor and the people with whom he deals in work situations so that effective management of people can be attained. The course can be taught in a 20-hour period of 10 sessions. The course units are: I and II. Philosophy and Development of Human Relations; III. Motivating People at Work; IV. Basic Needs of Effective Employers; V. Leadership; VI. Morale and Its Appraisal; VII. Group Dynamics; VIII. Communication; and IX. Human Relations in Perspective. A suggested Student Reading List for each unit and a list of suggested supplementary reading materials are provided. The Student Materials comprise the second part of the publication. These materials are related to the nine course units. The supplementary reading materials listed in the Instructor's Manual are again listed in the Student Materials. (DB)

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INSTRUCTOR'S MANUAL: I STUDENT WORKBOOK: II CURRICULUM GUIDE: HUMAN RELATIONS IN MANAGEMENT

FOR STATE AND LOCAL AGENCIES



U.S. DEPARTMENT OF HOUSING AND URBAN DEVELOPMENT

**JUNE 1973
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INSTRUCTOR'S GUIDE FOR

A COURSE IN

HUMAN RELATIONS IN GOVERNMENT

FOR

STATE AND LOCAL AGENCIES

U. S. Department of Housing and Urban Development
May 1973

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INTRODUCTION

This publication is a reprint of the combined Instructor's Manual and Student Materials developed for a training course entitled Human Relations in Government organized by the University of Northern Iowa, under contract to the Institute of Public Affairs at the State University of Iowa. The development and publication of this document was financed in part through a grant from the Department of Housing and Urban Development under Title VIII of the Housing Act of 1964. Additional copies of this reprint or any part may be made without permission from HUD or the University. Inquiries regarding the content may be directed to the Director, Institute of Public Affairs, State University of Iowa, Iowa City, Iowa 52240.

The course, manuals and materials were developed and tested over the years 1969-70. Some of the materials cited as well as the basic text may be revised and/or reprinted. Training officers are, therefore, advised that HUD's purpose in making this publication available is to provide a useful starting point for local development and improvisation of agency human relations seminars. It should also be noted that the Iowa effort, although utilized extensively by government agencies, centers about industrially derived examples--many of which have little governmental relevance. Thus the training officer should slant the presentation towards local needs.

A WORD ABOUT THE COURSE

The human side of supervision and management is oftentimes the most interesting--and most challenging--part of the local government administrator's job. His worth to his county, or his city, is largely judged by his effectiveness in dealing with others: his work group, his superiors, and his fellow administrators.

Persons like yourself (elected officials, department heads, supervisors, command officers, and foremen) who are responsible for supervising others in Iowa local government recognize the need for good human relations for success on the job. This interest was illustrated in a recent questionnaire survey in which they ranked a course on this subject of top importance to be part of this supervisory and management training program.

So it is appropriate that the first course for the Iowa Local Government In-Service Training Program should deal with the human relations aspects of your job as a local government administrator. This course, we believe, is a good foundation for other courses that will be part of the series.

The Institute is pleased to provide the leadership for the development of this program, and we want to acknowledge the fine support and assistance we are receiving from local government officials and educators, particularly those from the area schools where courses will be offered.

This course was prepared by Glenn Hansen of the University of Northern Iowa and was edited by Kenneth Millsap of the Institute, who is Curriculum Director for this project.

Dean Zenor, Director
Institute of Public Affairs

Clayton Ringgenberg
Associate Director, and
Program Director for
this project

HUMAN RELATIONS IN GOVERNMENT

As defined by Keith Davis, author of Human Relations at Work, human relations is the integration of people into a work situation that motivates them to work together productively, cooperatively, and with economic, psychological, and social satisfactions.

This human relations course is designed primarily for members of the management team in public administration. It should be of interest to the supervisor, department manager or elective officials where understanding the nature of human relationships may make the difference between success and failure in meeting the organizational objectives.

The purpose of this course is to examine the personal interaction between a manager or supervisor and the people with whom he deals in his every day work situations. This does not mean putting your arms around employees and coddling them. It does not mean a lot of back-slapping. It does mean man-to-man relationships on the job. It does mean the same relationships you want with your own supervisor.

Although a manager or supervisor will do some things personally, most of the results for which they are held accountable are accomplished with and through other people. Therefore, we shall also examine how and why men and women behave like human beings in their jobs and away from work.

More than anything else, the participant in this course should be seeking to use knowledge effectively. His ultimate objective is to become an effective manager of people. This course should be considered not only to be an introduction to human relations but a foundation on which to build future inquiry. Each participant should be involved in the in-depth study of those principles considered to be essential in the management of people. A major effort should be made to bridge the gap from academic theory to sound, every day practices.

A key problem of leadership at all management levels is working with people in such ways that goals of productivity and human satisfaction can be met more adequately.

These two qualities (confidence and cooperation) are things that a supervisor or manager must earn. They are things that no one can buy or direct.

Mr. Clarence Francis, former Chairman of the Board of Directors of General Foods, summarized best the importance of inspiring confidence and developing cooperation, when he said:

"You can buy a man's time; you can buy a man's physical presence in a given place; you can even buy a measured number of skilled muscular motions per hour or per day; but you cannot buy enthusiasm, initiative, and the devotion of hearts, minds and souls--you've got to earn these things!"

The manager cannot ignore the human relations problems of his organization and concentrate exclusively on getting the work out. Getting the work out depends on getting cooperation out of people both inside and outside the formal boundaries of the organization.

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- c. Don't be afraid to tackle case problems. Get the class to provide possible answers to the cases, not you! Remember that there is not necessarily just one answer as a solution to the problem.

COURSE CRITIQUE OF EVALUATION

If at all possible, at the end of each teaching session, keep some type of course evaluation. Here we are not thinking in terms of student evaluation but more of a critique on the way you have presented the material and the reactions you received from the members of the class. This material should be most useful to us in revising the course for the next year.

CLASS ATTENDANCE

Keep some type of attendance record. A general rule that is commonly followed requires a student to attend 80 percent of the class sessions in order to receive a certificate. No policy has as yet been established with regard to absences.

SUGGESTED INSTRUCTIONAL METHODS

- a. Do not try to cover all of the suggestions that are listed for each unit. You should cover all the units but not necessarily in the time sequence spelled out in the outline. At the beginning of each class session, to the extent possible or appropriate, you might quickly review the major points covered in the preceding session.
- b. While we have not listed this item each time under the class activities heading, it is suggested that the instructor review the highlights of the unit some time during the class session.
- c. Involve the class as much as possible. This may necessitate your lecturing very sparingly. Your lecture might just be a brief review of the material contained in the unit.
- d. Request members of the class to bring to your attention any additional reading material or pertinent case studies that they may have available.

COURSE GUIDELINES

COURSE MATERIALS

Study materials for the instructor will include selected chapters from the textbook, Human Relations at Work, by Keith Davis. It is important to remember that the textbook is not required reading but should be used only as one source of reference for the instructor. For some units it will be necessary for the instructor to supplement his reading through reference materials and textbooks of his own choice. Each instructor is encouraged to make those adjustments and substitutions that he feels may be more appropriate for the class members. However, in order to assure consistency in the course, it is recommended that all topics within each unit be covered.

LENGTH OF COURSE

This course is designed to be conveniently taught in a twenty-hour period of ten sessions.

CLASSROOM REQUIREMENTS

The classroom should be sufficiently flexible to allow the participants' desks or tables to be arranged in U-shape. This type of arrangement enhances group participation, which is an important aspect of this course. In order to assure the informality desired, it is recommended that coffee be served at the break and that smoking be allowed while class is in session.

CASE STUDIES OR PROBLEMS

- a. As a general rule, the case studies are very good. You could assign a case to a particular student one week in advance or use the buzz session as a means of discussing the case. During the discussion of a case you might ask if anyone has had a similar situation or a case that, to a degree, parallels the one under discussion.
- b. As you produce examples, try to keep in mind that all levels of positions representing all sizes of governmental units may be present in the class and your examples should be as representative as possible. Never hesitate to use any cases or examples with which you are personally familiar!

SUGGESTED STUDENT READING LIST

For instructor only*

Unit	I	PHILOSOPHY AND DEVELOPMENT OF HUMAN RELATIONS 1. The Human Relations of a Supervisor	Chapter 1
Unit	II	PHILOSOPHY AND DEVELOPMENT OF HUMAN RELATIONS 2. "Give Employees a Goal to Reach" 3. Ways to Handle Office Clashes	Chapter 5
Unit	III	MOTIVATING PEOPLE AT WORK 4. "8 Tests Spot Initiative" 5. When to Use the Needle	Chapter 2
Unit	IV	BASIC NEEDS OF EFFECTIVE EMPLOYERS 6. 9 Steps to Personal Progress	Chapters 2 and 3
Unit	V	LEADERSHIP 7. Build the Will to Work 8. Make Your "No" Creative	Chapter 6
Unit	VI	MORALE AND ITS APPRAISAL 9. About Building Morale 10. "The Face You Save May Be Your Own"	Chapter 4
Unit	VII	GROUP DYNAMICS 11. "You Can Be a Better Leader"	Chapter 22
Unit	VIII	COMMUNICATION 12. Why You and Your Boss Disagree 13. Written Policies Help 9 Ways	Chapters 19 and 20
Unit	IX	HUMAN RELATIONS IN PERSPECTIVE 14. Your People Are Copying You	Chapter 28
Unit	X	SUMMARY AND REVIEW	

Number 1 and Number 9 are from Royal Bank of Canada. All others are from Nation's Business.

*Davis, Keith. Human Relations at Work, 3rd Edition, 1967.
McGraw-Hill, Inc.

HUMAN RELATIONS IN GOVERNMENT

COURSE OUTLINE

Unit I - Philosophy and Development of Human Relations

- A. Introduction
- B. Definition of Human Relations
- C. Historical Development of Concept of Human Relations
- D. Some Popular Misconceptions about Human Relations
- E. Fundamental Concepts Concerning Human Relations
- F. Case Problem

Unit II - Philosophy and Development of Human Relations (cont'd)

- A. Factors Determining the Organization's Behavioral Climate
- B. Problem of Goal-Setting
- C. Human Relations and Policy Statements
- D. Theories of Organizational Behavior
- E. Case Study

Unit III - Motivating People at Work

- A. Discussion of the Concept of Motivation
- B. Review of the Concept of Manipulation
- C. How to Motivate Employees
- D. Job Motives
- E. Technique of Motivation Quotient
- F. Case Problems

Unit IV - Basic Needs of Effective Employers

- A. Human Needs of Individual Employees
- B. Maslow's Five Levels of Need Priorities
- C. Herzberg's Motivation - Maintenance Model
- D. Discussion of the Social System and Its Effect on Employees
- E. Role Playing Case - "The Frustrated Supervisor"
- F. Case Study

Unit V - Leadership

- A. What Makes a Person a Leader in Public Administration?
- B. What are the Characteristics of a Good Leader?
- C. The Relationship of Goal-Setting to Leadership
- D. Leadership and Human Relations
- E. Leadership Styles
- F. Case Problem

Unit VI - Morale and Its Appraisal

- A. The Concept of Employee Morale
- B. Difference Between Morale of a Person and a Group
- C. Factors which Contribute to High Employee Morale
- D. Use of Morale Surveys
- E. The Supervisor's Responsibilities for Morale
- F. Role Management Can Play in Maintaining High Employee Morale
- G. Case Study

Unit VII - Group Dynamics

- A. The Concept of Group Dynamics
- B. The Development of the Philosophy of Group Dynamics
- C. The Characteristics of Work Groups
- D. The Use of Organization Meetings
- E. The Role of Teamwork

Unit VIII - Communication

- A. Need for Effective Communication within an Organization
- B. The Communication Process
- C. Avenues to Understanding
- D. Written Communication
- E. Downward Communications
- F. Upward Communications
- G. Barriers to Communication
- H. Communicating with Employees' Families
- I. The Communication System
- J. Case Problems

Unit IX - Human Relations in Perspective

- A. Your Personal Human Relations Points of View
 - B. Personnel Policies and Human Relations
 - C. Determining Organizational Behavior's Role
 - D. Measuring Productivity
 - E. Conclusions
-

ADDITIONAL MATERIALS

The following readings from Nation's Business are suggested as supplementary materials:

<u>TITLE</u>	<u>ISSUE</u>	<u>UNIT</u>
"Give Employees a Goal to Reach"	May 1959	II
"Ways to Handle Office Clashes"	March 1961	II
"8 Tests Spot Initiative"	March 1960	III
"When to Use the Needle"	September 1961	III
"9 Steps to Personal Progress"	December 1960	IV
"Build The Will to Work"	October 1960	V
"Make Your 'No' Creative"	August 1959	V
"The Face You Save May Be Your Own"	September 1962	VI
"You Can Be A Better Leader"	June 1960	VII
"Why You and Your Boss Disagree"	May 1960	VIII
"Written Policies Help 9 Ways"	December 1959	VIII
"Your People Are Copying You"	April 1961	IX

Reprints of these titles may be obtained from Nation's Business,
1615 H Street, N. W., Washington, D. C. 20006.

UNIT I

PHILOSOPHY AND DEVELOPMENT

OF HUMAN RELATIONS

UNIT I

"PHILOSOPHY AND DEVELOPMENT OF HUMAN RELATIONS"

Educational Objective

It is intended that this unit should establish within the participant an understanding of the growth and development in human relations. Also, to develop a receptive, open-minded attitude from each of the enrollees.

Notes to Instructor

In order to accomplish the desired results from Unit I, it is important that you do not rush the material. Spend time using personal examples, as well as drawing the group into the discussion.

1. Introduction

Where do they work? What is their job title? How many people do they supervise? How long have they been in their present position, etc.?

2. Description of the Certificate Program in Local Government

Available from the Institute of Public Affairs, University of Iowa.

3. Course Objectives

To examine in detail those principles and practices considered to be essential in the management of people. Also, bridge the gap from academic theory to sound every day practices.

4. Course Overview

Discuss briefly each of the units which make up this course in human relations. Explain why they are important to everyone in management.

5. Human Relations
(A Definition)

Keith Davis, author of Human Relations at Work, states that human relations is the integration of people into a work situation that motivates them to work together productively, cooperatively, and with economic, psychological, and social satisfaction.

A moment ago you introduced yourselves and told about your job. The interesting part of this is that we all have something in common.

We all work with people.

The Development of Human Relations

Tell in own words, "The Western Electric Company Experiment"

1. Not until the 1920's did the slowly evolving "humanistic" movement take a turn for the better.
 2. Western Electric Company used its Hawthorne Works Studies to objectively prove a positive correlation between productivity and employee participation on decisions affecting him and his work.
 3. As labor unions expanded under Federal protection, they created new human relations problems and emphasized old ones.
 4. Personnel departments were instituted by many companies to cope with employee turnover, union, hiring, etc.
 5. The worker himself encouraged improved human relations. He was better educated in the schools and colleges, which enabled him to respond better to human relations processes such as communication and participation. At the same time, his education enabled him to demand better leadership.
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6. Interest waned somewhat in the 1930's because of the depression.
 7. Following World War II, Management took on an air of Professionalism. There was much research by social scientists on human relations.
 8. Increased size has created many new problems, such as the worker who does not own the tools with which he works and who does not know the chief executives. While it is easy to get 10 men working together effectively, it is difficult to get 100 men to do so, and very complicated to get 1,000 men working together.
 9. Greater specialization has created new human problems.
 10. Increasing labor costs have encouraged management to make full use of labor, and one way to do this is through better human relations. As employment conditions have changed, labor has become more of a fixed cost than a variable one.

Some Popular Misconceptions

1. The entire subject is "just common sense."

If good human relations is just common sense, why is it so scarce--so uncommon? Why is it so difficult to use?

Why was it not generally adopted by managers fifty years ago? Surely they had common sense. If experience is the proper teacher of human relations, then a given quantity of experience should provide a given quantity of skill, but this is hardly so. Few (very few) persons become skilled at human relations through experience.

2. Human relations is nothing but glad-handling, back-slapping, and the big smile.

This is the "nice guy" philosophy or the soft boiled manager. Usually these approaches are cover-ups used by a shallow thinker or by someone who lacks confidence in his managerial ability. He mistakes socializing with people for working with people. The theory here apparently is: If you can't beat 'em, co-operate 'em to death. However, a whole bushel of smiles will not hide the bungling unskilled manager who is underneath. Human relations is not a matter of liking people, but of doing something constructive about it within the organization.

3. Human relations weakens management and unions.

It is fashionable to assume that the central purpose of human relations historically

has been to keep unions out, but this is mostly a rewriting of history. There is no evidence that those who developed human relations were opposing labor. They were simply dealing with reality as it was and within the reality trying to increase production, develop cooperation, and reduce the large amount of labor turn-over of that day. Human relations is neither a capitulation to employees nor an attack on them; rather, it seeks a fusion of both the individual and organizational goals for productivity with satisfactions rather than at the expense of employee satisfactions.

4. Human relations can be used to manipulate people, to make of a man a thing subject to control by others until its practice really becomes "inhuman relations."

Human relations ideas can be used to achieve wrong goals just as anything else; however, this perversion of objectives should not be used to reject the subject itself. The presence of malpractice should not block acceptance of human relations for the many beneficial results it can bring.

5. Human relations is just for the operative employees, the men at the bottom of an organizational pyramid.

It is for all employees, the managers included. There exists the delusion that human problems in an organization are a result of operatives being under the oppressive control of managers; however, managers have just as serious and as many human problems at work as operatives--perhaps more as a result of the pressures of responsibility under which managers work. Human problems are, therefore, a normal result of the frictions of working together at any level, and human relations applies equally to the operatives and managers involved.

Fundamental Concepts

1. Mutual Interest
2. Individual Differences
3. Motivation
4. Human Dignity

Case Study

A Case Study in Winning Good Will
of Co-Workers

THE WESTERN ELECTRIC COMPANY EXPERIMENT

Instructions: Tell the following story of the Western Electric Experiment in your own words as much as possible. Be conversational and refrain, if possible, from reading it.

A small group of girls were set off from the others in a room by themselves. Then, over a period of a year-and-a-half--

- ... Piecework was introduced. Output went higher.
- ... Rest periods were introduced. Output still went up.
- ... Shorter hours were introduced. Output still went up.

The first inclination of the scientists was to believe that piecework, rest periods, and shorter hours, of themselves, increase output. Now they had to check their conclusions, as scientists must. So they removed all of the changed conditions. Straight wages were paid, the rest periods were eliminated and the longer hours were restored.

... Result: Output increased; in fact, it reached the highest point of the whole experiment.

Obviously, the changed conditions were not the main reason for the increased work. There was some other factor which proved to be the key. It was an invisible but all-important fact; the girls had come to think of themselves as a team.

What made them different from the other girls in the plant was the very fact that they had been chosen for the test. That gave them the feeling that they were part of something special, they were different, they were more important as individuals, they were the recognized members of a special team.

Good wages and working conditions--important as they are--do not by themselves give the answer to the human problem on the job. The solution has to be found, too, in other, less material demands of the individual. We're dealing with people--and people have feelings, ambitions, and hopes.

THE HUMAN RELATIONS OF A SUPERVISOR

Why is the supply of men of supervisory capacity so thin?

Appointing a supervisor is not a matter of giving the post to the worker who has had the longest service, but of selecting the man who has the talent to lead. How well the supervisors do their leading determines whether the company operates in the black or in the red.

The supervisor is the keystone in the production arch. He has to bridge the gap between responsibility for just his own job and responsibility for the work of others. He needs, if he is to do this successfully, poise, wisdom, suppleness of mind, courage and energy, besides the know-how of his technical speciality.

This report discusses the human relations of foremanship. It deals primarily with service in workshop or factory, but the principles it discusses are equally applicable to supervision of branch or office... indeed, they apply in organizations of all sorts and in institutions like the home: wherever one person is placed in a supervisory capacity over others. We all find ourselves in the role of leadership at one time or another, as parents, teachers, executives.

Of this be certain: you are not a born supervisor, but you can grow and develop into a supervisor. You must become skilled in planning, organizing, directing and controlling. That sentence points up the theme of this letter: the foreman does not work with things like machines, but with people. He is the link between workers and management, holding the highest position within the ranks of the workers and standing on the first rung of the management ladder.

It is fatal to one's aspirations in these days to look upon the supervisor's job as that of policeman, responsible only for enforcing laws and rules. The good foreman has intelligence, administrative competence and the power to make men follow him because of personal attributes. He is the guardian of plant morale. He plays a major role in management-labor relations.

HUMAN RELATIONS

Good human relations is people getting along well together.

Behind the facade of every workman is a person. Become aware of that person and show sincere interest in him. Be generous and encouraging. Give him a sense of belonging on your team.

For your own good, as well as that of the plant, don't live in a private world where subordinates fear to tread. Don't turn your supervisor's chair into a throne. Come out from behind your paper work every once in a while and meet your staff on the floor.

The best company to work for, and the company that gets the best work done, is the company with a strong company-group feeling.

For reasons which we are far from fully understanding, when a collection of people becomes a team, their capacity for production is astonishingly increased, and this is true even though each is performing an individual task.

This state is reachable only by supervisors who obtain the collaboration of people in their work groups through loyalty and liking and cooperation.

As a supervisor, you have not hired a hand but a whole person. You can buy a man's time, you can even buy a measured number of skilled muscular actions per hour, but you cannot buy enthusiasm, initiative, loyalty. You have to earn these things.

There may be a "hard-boiled" type of supervisor here and there who believe that he gets the most out of his gang by setting a stiff pace and by bawling out the slow workers, but the supervisor seriously seeking production in quantity and quality knows that success is attained when he wins the willing and interested service of his subordinates.

Membership in a group is not a matter of holding a card. It is an attitude inspired and encouraged by the leader. He goes deeper than techniques: he challenges his people's interest and brings out their desire to cooperate. They become loyal to something beyond personal interests.

The spirit of teamwork may be kept in being if you give every man enough responsibility to make him feel his own importance. The ability to delegate work so as to get the job done in the most efficient way and at the same time to enhance the worker's ego: this is an ability to be developed by every ambitious supervisor.

WINNING SUPPORT

However tall a man may stand in the hierarchy of management, he is not a successful executive unless he understands the points of view and the problems of the rank and file of his workers. The supervisor, close to the workers, must know these things intimately. Like the skip

of a curling rink or the cox of a rowing crew, he must know the strong and weak points of his people, what incentive brings forth their best effort, and the boundary beyond which he must not try to push them.

To have and to hold workers who are competent takes more than a big brother pose by the supervisor. When you are urged to cultivate workers that does not mean that you are to acquire a hypocritical way of life. Rather, you should make a sincere effort to understand their problems and give them the feeling that you are interested, sympathetic and genuine. You must really want to like them and to be liked by them.

The substance of your authority arises from your own performance, from your demonstrated ability to have yourself accepted as the leader of your group. Then, supported by the confidence and respect of your workers, you proceed to get things done by bringing out the best efforts of your people and uniting those efforts.

How are you to win your workers to give you the support you desire? It comes naturally to the man of sensibility: base your thoughts and acts upon the knowledge that every one of your workers is striving to carve out a place for himself in a chaotic and confused world; that he is searching for a good life for himself and his family; that he is hungry for human understanding.

Every man on the team has a practical stake of the most concrete kind in the leadership you give, and he is entitled to the most competent leadership of which you are capable. Your workers have put their working days into your hands. They have the right to expect that you will study your profession and keep up to date on it.

In your intercourse with those over whom you have authority you will find the ancient motto 'noblesse oblige' vital. You have a position which requires you to deal with them generously, not merely justly. Whoever is under your power is also under your protection.

A supervisor should have a deep sense of responsibility for the everyday conditions under which his employees work. He should not be content until he has done everything within his power to make those conditions good.

DISCIPLINE

No group of people can live together, much less work most effectively together, without organized control. Society itself would revert to the jungle if we had not rules to live by.

During his own apprenticeship, the supervisor has learned the first lesson of management: to obey. But discipline is more than blind obedience. The word itself comes from the same root as the word "disciple," and a disciple is one who follows the teachings and the example of a respected leader.

Having discipline in business is a clear-cut responsibility of management. This means, for the supervisor, that he so arrange things that every man does his fair share of the work. That every man contributes his share to order and cleanliness, that every man is willing to pull with the team, and that every man is considerate of the wishes and feelings of his fellow workers.

Once in a great while we come across a supervisor who believes that discipline in his department will be proportionate to the amount of noise and blustering he uses. But it is generally recognized that a tyrannical supervisor enforces severe discipline for one of these reasons: he knows no other way to handle subordinates; he fears to "lose face" by appearing too human; or he gets a secret satisfaction from making others miserable.

The supervisor who is a leader is a better man than that. His patient precept, his inspiration and his example turn the trick. There will be times when even this supervisor must decree emphatically that certain work has to go through the shipping door at a certain time. Then he will be forceful, but always friendly. His people will respect his urgency without resenting it.

PRAISE AND CRITICISM

Probably foremost among the techniques of handling men is the building of morale through praise and encouragement. Commendation by a superior is of great consequence. It breeds loyalty and it inspires the worker to follow through.

So take time to recognize the interest your men show in their jobs. Be positive. Qualify praise as the facts warrant, but never let it be faint.

Look first of all for the part of the job that is well done, and compliment the worker; then show up the badly done part by contrast and explain how it can be brought up to the standard the worker has set in this good part.

Give credit where it is due. To take credit for a job that one of your men did destroys his initiative and lowers you in his eyes and in the eyes of his associates. The credit due to you comes from your building of an able staff.

Be constructive. Make it clear by your actions that you are not going around all day seeking faults in your staff, but to make their jobs better. Show that your reprimand is really a compliment, because it means that the worker has something that is worth bringing out. To allow a fault to go uncorrected, you will point out, is to say that the individual is not worth bothering about.

Patience is a quality which every supervisor should cultivate. When a worker approaches your desk with a complaint, push aside your papers so that it is obvious you are giving him your full attention. The supervisor who tries to give a complaint the brush-off is risking being thought of as too big for his boots, uninterested, or fearful of responsibility.

If a complaint is obviously (to you) unjustified or a paltry gripe, give yourself time to cool off and become master of your emotions before you start talking. Is it worth getting angry about? This is one of the tests of your ability to be a manager of men. You must be capable of controlling yourself if you are to control a group of other people.

OTHER SUPERVISORS

The supervisor comes up against many departmental problems which have inter-departmental ramifications. These may be handled in two ways: by agreement between department heads or by a ruling handed down by superior authority.

It is gratifying to supervisors and good for the business when matters affecting several departments are settled after a generous interchange of information and a meeting of minds among all who are concerned.

It is often vital to exert persuasion horizontally on colleagues of equal rank. You should seek then, to lay the proper foundation. Take for granted that your supervisory associates are intellectually honest, well-rounded in company policy and purpose, and versed in the techniques of their own departments. Then go out of your way to express compliments, to proffer cooperation and information.

Top management has a responsibility in overcoming supervisory isolation. Wise employers recognize the need of supervisors for both

individual recognition and group participation. They give their supervisors full trust and responsibility, and consult them about anything affecting their departments. They bring supervisors together periodically to discuss company policy and plans.

A change of policy is not merely a new page to put into your loose-leaf binder. It means a change, in whatever small degree, in your men's work or outlook of prospects. It is worthy of your thought so that you may present it acceptably and work it intelligently. Nothing can undermine morale more quickly and disastrously than not telling your people where they stand.

COMMUNICATION

This raises the matter of communication. The autocratic supervisor of past years tried to control communication. He would always hold something back so as to give him a feeling of being top-dog, a confident of management. Nothing could be more futile or silly. His workers will hear the news somewhere, somehow, and his withholding it stamps him as a deceitful humbug.

Effective communication is aimed at building a team of efficient and hearty workers. It need not be a complicated thing, but it has a lot of transmission lines--up, down and crosswise. All of these lines must be kept clear.

When communication flows in upon him from all directions, the supervisor whose work is unorganized feels as if he were trying to shake hands with an octopus. The man who is organized does not allow memoranda, printed forms or the telephone to confuse him. He handles memos efficiently but briefly and he clips off long-winded telephone talkers. A little practice in writing and speaking will enable you to be effective without seeming brusque.

At whatever effort of organization, the supervisor must make his communications with his workers produce results. Top management may write about policies and targets until their stenographers are exhausted, but their effort is worthless unless the front line man explains to his workers the day-by-day application of the policies to the work in hand.

Part of communicating is listening. Listening to what your workers say is the starting point of understanding them.

The good supervisor is alert to learn about the shop dissatisfaction of one worker and the home unhappiness of another worker; about the gripe of the worker who has deceived himself into thinking that all of his workmates are against him; about the emotional upset which is causing another worker to make mistakes. He keeps in mind that little things give rise to some of the major problems in administration, and that these little things are only to be learned by listening on the level of workers.

ABOUT PERSONALITY

You need only look at any group of supervisors to realize that they comprise a wide variety of social, economic and cultural patterns. There is no single set of inherent qualifications automatically fitting a person into the supervisory rank.

Nevertheless, there are some points of distinction. Sound administration is the sum total of mature imagination, mature preception, mature judgment, and mature humanism. Don't think for a minute that length of service and a title give you the right to be a supervisor. Handling men today requires all the intuition and mental agility and thoughtfulness you can muster. These virtues arise out of maturity--which is not a measure of age or service but of mental development.

If you are to be a supervisor of the first class, you need an inner zest for the job. You need to provide in yourself the reserve from which you radiate confidence and positive optimism. You need to discipline yourself, too, so that you set the style for your workers in regularity of habits, carefulness about work, and aliveness.

You must be, in fact, what you appear to be, even when no one is watching. There was a memorable remark made by Admiral Jervis at the Battle of St. Vincent, as he watched the way Captain Troubridge handled his ship, the Culloden: "Look at Troubridge! He tacks his ship into battle as if the eyes of all England were on him!"

His personal pride in his job will compel the supervisor to stand on his own feet, and standing on one's own feet is a substantial part of his personality. If you want your workers to behave differently or put forth an extra effort, don't tell them the general manager wants it. Don't hide behind some superior's coattails. Make it clear that you want it because it is best for the team.

But don't become arrogant. Think to yourself that the Roman generals had slaves behind them in their chariots to whisper: "Remember

you are only human." Healthy self-criticism and continued willingness to learn are among the important attributes of the foreman.

Be sincere and fair-minded, conveying to your workers the assurance of a square deal. Your people wish to have a supervisor they can look up to; they need to have faith in your integrity.

We may well be sorry for the supervisor who boasts: "I'm a square shooter; I treat all my men alike." That man has not learned the rudiments of human relations. You can never in your job treat all men alike. You must study people individually if you expect to coordinate their activity in terms of a sound, progressive development of your department.

DO NOT STAGNATE

Many a potentially great supervisor never realizes his hopes simply because he defeats himself in little ways.

If you are to lead people properly you must be every mindful of the fact that you live in a glass house. You should be your own inspector, examining constantly your relations with those around you. Others will look over your work, but you should be sharper than they to see opportunities for improvement.

Appraise your emotional stability. Have you an even temper which gives proper valuation to situations? A supervisor with emotional ups and downs like a camel's back misleads his caravan of workers. Unless they can judge his reactions and forecast his direction, they fall apart as a team.

Laughing at yourself--at your mistakes and foibles--is a way of preserving sanity and keeping your balance. But be careful not to laugh with your workers about your responsibilities or mock at company policies. What you say, the things you laugh at, have special weight because you are boss.

It is essential to keep on learning. In fact, it is one of the attractions of a supervisory position that the opportunity is so wide open to improve personally and through one's workers. The people who succeed in leadership jobs are those who have a thirst for knowledge and go out and secure their knowledge in one way or another and put it to work.

Do not sell knowledge short: in addition to strong intuitions and insights, you need a frame of reference against which to measure

them. You can obtain this by learning something new every day. Knowledge on all sorts of subjects, even those quite foreign to your job, is useful in your professional growth.

This means work. Every reputation for efficiency was built by work. Self-development is not a highly formalized activity like classroom education, but one sparked by you and carried out through reading, attending extension classes and lectures, and taking part in community projects.

The dynamic supervisor seeks new paths and new ideas because he must keep up with the future if he is not to find himself obsolete. He needs to absorb new points of view with a pliant mind.

Take inventory every once in a while to measure your progress in human relations. Personal inventory honestly carried out is likely to surprise you by its revelation of the resources you possess for the course you wish to follow.

Leadership means to initiate, to instruct, to guide, to take responsibility, to be out in front. There should not be a disinterested nerve in your body.

The joy of leadership and the thrill of being in charge of a group of people does not consist in doing a terrific job yourself, but in spending your last ounce of energy and encouragement to see the group crack through to success.

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UNIT II

PHILOSOPHY AND DEVELOPMENT OF HUMAN RELATIONS

(cont'd)

UNIT II

"PHILOSOPHY AND DEVELOPMENT OF HUMAN RELATIONS"

Educational Objective

To develop within the participant an understanding that the use of human relations is a way of getting improved results in managerial action. It's not an addition to a manager's job, it's a way of doing it. It is the overriding consideration of each person as he performs his managerial duties.

Notes to Instructor

It is important that each participant learns to look at all managerial duties from a human relations approach. You should try to develop a strong consideration for the individual.

Review Unit I

Discuss the contents of the enrollees assigned readings

What are some factors which determine the organization's behavioral climate?

The Human Relations of a Supervisor

1. Organizations Behavioral Climate
 - Each organization has its own culture, traditions, and methods of action, which comprise its climate for people.
2. An organization tends to attract and keep people who fit its climate.
3. Managers need to take an assets approach to climate, meaning they take a long-run view of climate as an organizational asset.

- Example (tell in own words):
A new branch manager who for two years used all sorts of autocratic devices to cut budgets and put pressures on for productivity. He lost some key people, but achieved an outstanding output record, which led to a promotion.

Climate assets were so depleted that productivity at the branch immediately collapsed and could be restored only after two years of cleanup work by a skilled trouble-shooter.

Some Question on Goal-Setting:

What are your departments' goals?

Do the employees understand them?

Who sets Institutional Goals?

How do you write a policy statement from a human relations approach?

Discuss with the class the psychology of this positive approach to writing policies.

4. Philosophy and goals

The climate of an organization derives originally from the philosophy and goals of those who join together to create it.

An institution reflects the needs of society and interests of its leaders.

5. Human Relations and Policy Statements

The principal instruments of formal organizations are plans and policies, organization structure, and procedure.

Modern human relations are emphasizing positive work goals rather than negative prohibitions.

Threats of disciplinary action and lists of "don'ts" are giving way to statements which encourage responsible employee citizenship.

Discuss material on
"Human Relations for Public
Administration"

The instructor should outline
in detail the three theories of
organizational behavior. Then
discuss the strengths and weak-
nesses of each with the class.

Discuss material on
"Summary of Theories on
Organizational Behavior"

Why is the supportive theory
the most difficult for a
supervisor to follow?

Although policies are issued
by top management, it is the
people at the lower levels who
make the policies work.

6. Theories of Organizational
Behavior

Autocratic

Depends on power

It is threatening, depending
on negative
Motivation back by power

Management assumes it knows
what is best

Employee orientation is
obedience

Custodial

Depends on economic resources

Leads to organizational depen-
dency by the employee

Looks after the needs of the
employee

Based on material rewards

Supportive

Assumes the workers are not by
nature passive and resistant
to organizational needs

Supports the employees perform-
ance

Provides a superior behavioral
climate for employees.

The instructor may now wish the class to discuss just which theory they follow, and what procedures they might take to facilitate a change to a more human relations approach.

Case Study

The Case of Charlie Zelden

HUMAN RELATIONS FOR PUBLIC ADMINISTRATION

One of the loftiest statements is that issued by the Board of Directors of Esso Standard Oil Company in a booklet, The Way WE Work Together. It presented the broad general philosophy and policy of the company with regard to human relationships. Its statement of principles reads as follows:

TO DEVELOP BETTER HUMAN RELATIONS WE BELIEVE IN THESE PRINCIPLES:

Importance of the individual. We believe the actions of business should recognize human feelings and the importance of the individual, and should insure each person's treatment as an individual.

Mutual Acceptance. We believe that Employees, their unions, and management need to accept each other as individuals and as groups and need to respect each other's functions and responsibilities.

Common Interest. We believe that Employees, their unions, and management are bound together by a common interest--the ability of their unit to operate successfully--and that opportunity and security for the individual depend upon this success.

Open Communication. We believe that the sharing of ideas, information, and feelings is essential as a means of expression and as the route to better understanding and sounder decisions.

Employee Participation. We believe that better results come about through seeking a balance of viewpoints and through mutual sharing and solving of problems by the people affected.

Local Identity. We believe that the individual receives the greatest opportunities for recognition, pride, and job satisfactions through close identification with his local work unit.

Local Decisions. We believe that people closest to problems affecting themselves develop the most satisfactory solutions when given the authority to solve such matters at the point where they arise.

High Moral Standards. We believe that the soundest basis for judging the "rightness" of an action involving people is the test of its morality and its effect on basic human rights.

HUMAN RELATIONS FOR PUBLIC ADMINISTRATION*

Recognition of the Individual. That employees are free Americans possessing personal dignity and worth is the fundamental belief upon which the Company-Employee relationship is based. Employees are encouraged to make their opinions known on matters that concern them and their company.

Civic Duties of the Employees. Realizing that its employees have duties as citizens and wishing to make it possible for them to discharge those duties, the company offers the following:

- a. The company will not, except in emergencies, ask that employees called for jury duty be excused. When they are called for such duty, we will pay them, for not more than two weeks in any year, the difference between their regular wage or salary and the amount which they receive as jurors.
- b. The company urges that employees vote their convictions in every local, state and national election and will so schedule working hours on election days as to make it possible for them to vote.
- c. Employees belonging to the National Guard or to the Army, Navy, Marine Corps or Coast Guard Reserves will be granted leaves of absences when called to active duty and will be paid, for not more than two weeks in any year, the difference between their regular wage and salary and the amount they receive as active duty pay while on a training cruise or in a training camp.
- d. Many employees of the company hold positions of responsibility in civic and charitable organizations. The company encourages such activity and, so long as it does not interfere with the employees' duties on the job, feels that it is beneficial both to the company and the employee.

*A Statement of Policy--A. E. Staley Company (about 1950)

SUMMARY OF THEORIES OF ORGANIZATIONAL BEHAVIOR*

	Autocratic	Custodial (maintenance)	Supportive (motivational)
Depends on:	Power	Economic resources	Leadership
Managerial Orientation:	Authority	Material rewards	Support
Employee psychological result:	Personal dependency	Organizational dependency	Participation
Employee needs met:	Subsistence	Maintenance	Higher-order
Morale measure:	Compliance	Satisfaction	Motivation

*Keith Davis, "Developing a Sound Behavioral Climate," Human Relations at Work. McGraw-Hill Book Company, New York, 1967, p. 88. Used with permission of the publisher.

THE CASE OF CHARLIE ZELDEN

Fred Wilkes, supervisor of the Utility Company, walked back to his desk with a frown on his face. "Gee," he said to himself, "who ever thought that Charlie would get to be such an old woman? He's getting to be the biggest problem I've got."

Charlie Zelden had come to the Utility Company just after World War II. He was a skilled electrician of the old school and Fred felt lucky in picking up such a good workman. But Charlie hadn't been around long before it became obvious that he had his faults as an employee. He was crotchety and fussy. His tools had to be set up in just the right order. He couldn't work on rush jobs or jobs that required cutting corners. He obviously didn't approve very much of the men he worked with.

Over the years Fred had felt that Charlie's good points as an electrician overshadowed his petty gripes and complaints. But in the last year or so, Charlie had become harder than ever to get along with. One day he'd complain because someone had used some of his tools. The next he would make a fuss about something else. Today, Charlie had said that the equipment was so poor it gave him nothing but trouble. How could Fred expect him to do work under these conditions?

Day by day Fred was losing his patience and his sympathy for Charlie. It seemed the more he did to try to help Charlie, the more things Charlie would find that they were wrong. What's more, Charlie's talents weren't as hard to do without as they used to be. There were several younger electricians who could work rings around him now. And they were a lot easier to get along with.

Fred finally snapped his fingers, then said to himself, "I've made up my mind. Next time Charlie gets out the crying towel, I'm going to turn a deaf ear to him. Or tell him just what I think!"

1. What do you think of Fred's decision?
2. How do you think Charlie will react when Fred tells him what he thinks about him?
3. Why do you suppose Charlie has gotten to be so difficult?
4. If you were Fred, how would you handle Charlie?

UNIT III

MOTIVATING PEOPLE AT WORK

UNIT III

"MOTIVATING PEOPLE AT WORK"

Educational Objective

To study, in depth, presently held principles of motivation and to also examine how proper motivation increases the supervisor's effectiveness.

Notes to Instructor

You may wish to examine outside materials on motivation. Much of the suggested outline is not a part of the book, HUMAN RELATIONS AT WORK. Feel free to attack this subject in whichever way you feel would most benefit the needs of those enrolled.

Review Unit II

Discuss the contents of the enrollees assigned readings.

- Give employees a goal to reach
- Ways to handle office clashes

Motivation (A definition)

I. Motivation

- The process of inducing people to act in a certain way for their own best interest.

Manipulation
(A Definition)

II. Manipulation

- The process of inducing people to act in a certain way but not necessarily for their own best interest.

Draw from the class examples of manipulation

III. Motivation vs. manipulation

- Some managers think they are motivators when, in fact, they are practicing manipulation.
 - Manipulation is when an employee is promised something the manager cannot or does not deliver.
-

Ask individual class members what motivates them.

IV. How to motivate

- If we are to do a good job of supervising our people, we must get to know them more than just superficially--we must understand what motivates them.
- Most people are motivated to do those things that satisfy a personal need and is for their own best interest.
- Getting to know each employee very closely, should be the goal of every supervisor.
- You may have fifty names to tie to fifty faces. But unless your turnover is terrific, the job of memorizing isn't too tough. Run a test first, if you doubt the value of it. Check your list of names and pick out two that you ordinarily have difficulty pronouncing. It may be a foreign name. Just address Przybylski correctly and notice the reaction. Getting names straight is only the first step--and it's a mechanical one. What really matters is that you have an interest in human beings and that you treat them as distinct individuals. Besides knowing the employee's name, there are a number of other things we should know about him.
- Before discussing some of these things, I'd like you to fill out this form which pertains to this subject. . . .
- Use these facts in your daily contact with your employees, just as you use your knowledge about various friends in talking with them.

Have each class member fill out the "Employee Data Sheet" on one of his employees whom he feels he knows quite well.

-
- The warm personal note struck by just wishing someone a happy birthday is simple but effective, especially important to the person who leads a rather lonely life off the job.
 - Can you ask your worker whether the crab grass is damaging his lawn? Or aren't you sure but that he lives in a two-room apartment on the fourth floor?
 - Or take the "number of children." Do you know which of your people are parents? Did you ask George Brown how his son's making out in Geometry? Did you remember to ask Alice how her mother is feeling after the operation? Were you concerned enough to ask Mike what his son plans to do now that he's finished with school?
 - Some supervisors include in their notebooks not only names, addresses, number of children, but such personal notations as hobbies, wife's name, names of children, schools attended, etc. They keep these records up to date by jotting down additional items of interest from time to time.
 - The supervisor who takes a sincere interest in people's problems can expect some of those problems to be brought to him. Whatever the supervisor can do to help in these situations, even if it's no more than a reassuring word or an expression of hope, strengthens the employee's confidence.
-

Write this heading on the board.

What we want out of our jobs.

Start the class by supplying the first "want" yourself.

The group may suggest there are differences in degree. Grant that, but get recognition that the needs are basically the same because they are human needs, not supervisory or management needs.

On the "Motivation Quotient" sheet, have each class member put a check mark in front of each of the statements believes to be true.

(None are true)

V. Job motives

- We put most of our waking hours on the job. What do we want in return?
- Your list will probably include:
 1. Pay
 2. Job security
 3. Chance to advance
 4. To be heard
 5. To be kept informed
 6. Pride on the job
 7. Feeling of belonging
 8. Good working conditions
 9. To be treated like a human being
- Clearly, employees want the same things.

VI. How is your motivation quotient?

- None of the statements are true.
- Psychologists now challenge each of these statements on the basis of recent studies and experiments.
- In motivating an employee--appealing to his needs--you must have a specific goal in mind.
- The goal might be:
 - . . . Keeping the work place neater
 - . . . Cutting down lateness

-
- The action we take will be influenced by the goal we have in mind. So it is essential to know exactly what we want the employee to do--whether it's to come in on time, avoid accidents, do a better job of servicing guests, or what have you.
 - This also underscores the importance of knowing the intensity of each employee's needs. Employee A might have a strong need for advancement, while employee B is perfectly content to stay where he is.
 - Now if employee A--the fellow who habitually comes in late--has a strong "need for advancement," it wouldn't be logical to try to motivate punctuality on his part by appealing to his "need for belonging."
 - To sum it up--we must know what we want the employee to do, have a specific goal in mind--and we must know what his strongest need or needs are. Once we do, we can get greater impact in our efforts to motivate him.

Case study

The Office Move
Case of the Go-Go Girl

EMPLOYEE DATA SHEET

NAME _____

NICKNAME _____

POSITION _____

DATE HIRED _____

ADDRESS _____

BIRTHDAY _____

WIFE'S NAME _____

NAMES, AGES OF CHILDREN _____

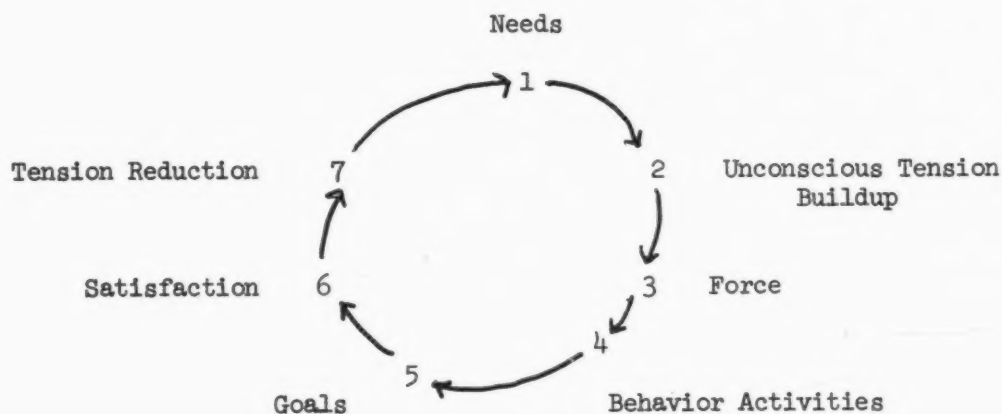
SOCIAL OR CIVIC CLUBS _____

CHIEF INTEREST, HOBBIES _____

THE MOTIVATIONAL CYCLE

Motivation is ". . . behavior that is instigated by needs within the individual and is directed toward goals that can satisfy these needs."¹ This definition establishes the broad framework for the seven major dimensions of motivation.

1. Need: A lack of something, a deficit condition, a disequilibrium. (In general, the terms needs, wants, desires, and motives may be used interchangeably.)
2. Unconscious tension buildup: An unconscious or conscious physical tension buildup as the result of a need.
3. Force: The drive or impetus provided by a felt need or motive.
4. Behavior activities: The actions, both mental and physical, that are brought into play in the process of satisfying a need or motive.
5. Goal: The object or incentive at which behavior activities are directed.
6. Satisfaction: The attainment of a goal.
7. Tension reduction: The equilibrium attained when a need or motive is satisfied.



¹Clifford T. Morgan, Introduction to Psychology, McGraw-Hill Book Company, New York, 1956, p. 46. Used with permission of the publisher.

HOW'S YOUR M-Q?*

Put a check-mark in front of each of the following statements that you believe to be true:

- () 1. "You can always get better results by giving a lot of praise."
- () 2. "Just keep 'em happy and they'll work harder."
- () 3. "High producers are never complainers."
- () 4. "Good working conditions guarantee good work."
- () 5. "Punishment always gets results."
- () 6. "Punishment never gets results."
- () 7. "Good morale guarantees good work from your people."
- () 8. "More money is the surest way to get better work."

*Motivation Quotient

MOTIVATION

A CASE PROBLEM

THE OFFICE MOVE*

A personnel research staff of a large government agency employed several technical writers and specialists in addition to the personnel needed to perform administrative and clerical functions. One of the technical writers, Priscilla Clemington, in her middle forties, had been with the organization for over a year. During that time she had made a distinguished record for herself as a result of her superior performance and her skill in working with specialists in the preparation of technical manuals. She was friendly, well poised, and in other ways revealed her keen interest in the work and in the people with whom she worked. Unlike many employees, she seldom talked about herself, and it was generally believed that she was enjoying life to the fullest. Only those who had interviewed her at the time she was considered for the job knew that she had just divorced her husband and that she was returning to work in order to earn a living.

One day while she was working away from the office, the manager decided that some physical rearrangements within the office were necessary for achieving greater efficiency. He called in his immediate subordinates, one of whom was Priscilla's chief, and discussed the need for making changes. All agreed that the changes were necessary, and the manager called the moving crews who reported promptly and rearranged the office according to plan. In the process of relocating furniture, Priscilla's desk and filing cabinet were moved about six feet from where they had been. Priscilla was, however, still next to the same people as before, and the lighting in the new location was superior to that in the old spot. It was anticipated that she should be pleased at the change and that she would feel that others were concerned about her interests.

About half-an-hour before closing time, Priscilla returned from the place where she had been working for the day and quickly noticed that her desk had been moved and that things were not the way they were at the time she left the office that morning. She immediately burst into tears and left the office. Her supervisor tried to console her, but she would not listen to his reasons for the change. Priscilla then left for the day feeling very despondent.

*Herbert J. Chruden and Arthur W. Sherman, Jr., "Motivation," Personnel Management. South-Western Publishing Company, Cincinnati, Ohio, 1963, pp. 312-313. Reproduced by special permission of the publisher.

-
- a. How do you explain Priscilla's attitude and reaction following her return to the office?
 - b. What important lessons in human relations might one draw from this incident?

CASE OF THE GO-GO GIRL

Can A Supervisor Motivate A Chronic Latecomer?

"I've just got to do something about Patricia's frequent tardiness," John Harrison said to himself as he saw her get off the elevator 17 minutes late one morning.

He'd spoken to her about it several times to no avail. Her explanation was always the same: Parties are important in a young girl's life, and a girl who gets home late finds it hard to get up early the next morning.

John had brushed this aside, "Your personal life is your own business," he had told her, "but the company is insistent, and so am I, about people getting in on time."

He hoped he would not have to discharge her. She was a fast and accurate typist who was easy to get along with and wasted no time once she was on the job, but he knew he could not permit the situation to continue indefinitely.

Forgetting about Patricia for the moment, he glanced back at the paper he had been reading when her belated arrival had interrupted him. It was a memo from the administrative manager approving his request for a secretary and suggesting that he recommend one of his typists for the job.

Whom did he want? The names of his best typists came to mind: Marcia, Judy, Sharon and Patricia. Patricia would make a good secretary, he thought, but she'd never get the job. One look at her time sheet, and management would begin to question his judgment. The company placed great stress on promptness; the word was even underlined in red on the semi-annual evaluation charts.

What about the others? Judy was generally good, but lacked initiative. Sharon was a little weak on the phone. Marcia had a tendency to gossip and that, he knew, could be dangerous in a secretary. He realized, suddenly, that he was unconsciously comparing each girl with Patricia--and that not one of them was her match. They did, on the other hand, manage to get in on time. Then an idea occurred to him.

That afternoon, after lunch, he asked Patricia to speak to him in his office. He told her about the secretarial job. Before he could finish the sentence, she broke in:

"Are you going to recommend me? Is that why you called me in?"

"No Patricia," he said, "I can't recommend you, and that's why I asked you to come in. I think you'd make a top-notch secretary. Nobody has more on the ball, and you've always been willing to pitch in when we were in a tight spot.

"I want you to know that I would recommend you in a minute," he continued, "but your tardiness disqualifies you. We feel that punctuality is important. Getting to work on time reflects an employee's pride in her work and in the company. And it shows the sense of responsibility that we look for in promoting people."

"But, Mr. Harrison, I don't want to cut out parties. they're important to a girl's future."

"I'm not asking you to do that, Patricia. That's up to you. But try, for your own sake, to get to bed by a decent hour so that you can get to work on time. That's important to your future, too."

"I get the message, Mr. Harrison. I don't intend to make this job my whole life, but I do want to be a secretary. I'll really buckle down and try to do what you want. Won't you please suggest my name?"

"Not this time, Patricia, I can't. But secretarial positions open up frequently. If you live up to your promise for the next few months, and if your work continues to be excellent, I'll certainly recommend you for any opening that comes along. I can't give you a promotion, Patricia, you have to earn it."

Office Supervisor's Bulletin, March 15, 1968

UNIT IV

BASIC NEEDS OF EFFECTIVE EMPLOYEES

UNIT IV

"BASIC NEEDS OF EFFECTIVE EMPLOYEES"

Educational Objective

To study in depth the many factors involved in the development of good employee morale. To bring to the attention of the enrollee practices and techniques designed to enhance general morale.

Notes to Instructor

Feel free to attack this subject in whichever way you deem most appropriate. This topic lends itself very well to the application of various psychological principles.

Review Unit III

Discuss the enrollees' assigned readings

If we are to motivate our employees, it is important that we know his needs and then help him satisfy them.

Explain the fact that a supervisor has little control over satisfying physiological needs, but can do many things in satisfying psychological needs.

"8 Tests Spot Initiative"

"When to Use the Needle"

1. Human needs

Physiological or Primary Needs

Physiological or Secondary Needs

A need priority of five levels is established by A. H. Maslow.

1. Basic physiological needs
2. Safety and Security
3. Belonging and Social Activities
4. Esteem and Status
5. Self-realization and Fulfillment

The important point about need levels is that they have a definite sequence of domination. Need number 2, does not dominate until Need number 1, is reasonably satisfied.

"Comparison of the Herzburg and Maslow Models"

Discuss in as much depth, as seems appropriate

"The Frustrated Supervisor"

2. Comparison of the Herzburg and Maslow Models

3. Role Playing Case
"The Frustrated Supervisor"

Man must work to satisfy his physiological needs, but when these are satisfied to some degree, it becomes his wish to satisfy other needs.

Discuss the material on
"How Can You Satisfy These Three Basic Psychological Needs of Your Employees?"

Discussion of the social system and its effects upon employees might point out that we are all influenced by our surroundings.

4. Social System

Role--a pattern of actions expected of a person in his activities involving others.

Status--the social rank of a person in comparison with others.

Case Study

The Coffee Break

A Comparison of Maslow's Need-Priority Model With
Herzberg's Motivation-Maintenance Model

Maslow's
need-priority model

Herzberg's
motivation-maintenance model

Self-realization and fulfillment	Motivational factors	Work itself Achievement Possibility of growth Responsibility	Overlapping items
Esteem and status		Advancement Recognition	
		Status	
Belonging and social activity	Maintenance factors	Interpersonal relations - supervision peers subordinates Supervision-technical	
Safety and security		Company policy and administration	
		Job security	
		Working	
Physiological needs		conditions	
		Salary	
		Personal life	

FORMAT FOR HANDLING ROLE PLAYING

"The Frustrated Supervisor"

1. Opportunity to be real live actors. A role that they will have as department heads. Called "Learning by Role Playing."
2. Make up the two-man teams by lot.
3. Have the Wellses go to one room and the Jacksons to another. Give brief instructions to each group separately.
4. Five minutes to read instructions.
5. Have two-man teams pair off and spend 10 to 20 minutes discussing the matter.
6. The Wellses return to their original room for reports, and the Jacksons to theirs.
7. When reports have been prepared, bring the entire group together to discuss the reports.
8. Two-man teams meet to discuss:
 - a. What Jackson liked best about the way Wells handled him.
 - b. What he liked least.
 - c. What factors made for possible misunderstandings between the two.
9. Discussion of issues.
 - a. Is Jackson ready to deal with Blake? Should Wells have covered this problem in the interview?
 - b. How does Jackson feel about his neighbor? Is this important?
 - c. How should supervisors deal with employees who bypass their immediate supervisors?
 - d. Should all three persons involved have been brought together rather than the boss (Wells) talking to them separately? Would this be undercutting Jackson?
--Should the three ever be brought together?
 - e. Who should be able to dismiss an employee in a case like this?
 - f. Should every manager and supervisor have an open-door policy?

MATTERS THIS CASE STUDY ILLUSTRATES

1. We all have frustrations, on and off the job. Sometimes we bring our frustrations to the job and let them affect our work. This happens to our boss and the people who work for us, not just to us. One way to get over frustration is to talk it out with someone.
2. Chain of command.
3. Open-door policy for managers and supervisor. Does the immediate supervisor and his boss have an understanding about an employee taking his problems to the top boss? Does the employee know where he stands?
4. We hardly ever know all the facts. We must do everything we can to bring out the facts.
5. We can misinterpret the man above us, as well as those under us. (In this case, Jackson (the supervisor) was mad at this boss (Wells) because he assumed that Wells would side with the employee.)
6. The same situation can be interpreted quite differently by different persons, even by persons who have the same kinds of jobs. This is because our backgrounds and attitudes are different.
7. A problem situation such as portrayed in this role playing case is difficult at the time, but it can be taken advantage of by making it a learning situation, for ourselves and for others involved.
8. Some good and bad supervisory actions involved:
 - a. Not controlling temper
 - b. Bawling out an employee in front of the work group. (The art of criticizing)
 - c. Being a good listener
 - d. Being firm, being fair
 - e. Employees need guidance, but so do supervisors
 - f. Being able to admit a mistake.

COMMENTS ON "THE FRUSTRATED SUPERVISOR"

A good method of relieving the frustrations of others is to be a good listener. By listening, you help the other person to rid himself of his frustration tensions and at the same time you keep yourself from becoming involved. A good listener can avoid setting up defensive reactions, hostile behaviors, and arguments, which only lead to face-saving and further frustration.

However, listening is not easily done. Another person often expects you to express your opinions and you must be able to avoid this situation and get the person to talk about his own feelings. In responding to feelings by nodding, asking the other to tell you more, and showing that you understand, you create a permissive relationship which is essential for dealing with feelings.

Too often people are made to feel that they must justify their conduct and as a result they hide their true feelings and talk about the situation by greatly exaggerating the problem. Respecting feelings makes exaggeration unnecessary.

It is through the expression of true feelings that frustration tensions are released. Once these interfering emotions are reduced through expression, the original problem can be faced in a problem-solving state of mind.

ROLE FOR BILL JACKSON, FIRST-LINE SUPERVISOR

You have just come to work after a series of the most humiliating and irritating experiences you have ever had. Last night your next-door neighbor, Sam Jones, had a wild, drunken party at his house that kept you awake most of the night. Jones is a blustering, disagreeable man who has no consideration whatever for others, so when you called him at about 3:00 a.m. and told him to be less noisy, he was abusive and insulting. Things quieted down later on, but when you finally got some rest, you overslept.

Since you were in the midst of a rush job at the company, you skipped breakfast to hurry to work and, as you were leaving the house, you noticed that someone had driven a car across one corner of your lawn and had torn out several feet of your new hedge. You were certain that Jones or one of the drunks at his party had done it so you ran right over to Jones' house, determined to have it out with him. He not only denied everything, but practically threw you out and threatened to knock your teeth out if you didn't shut up and behave yourself and you know that he is big enough to do it.

When you came to work, more than an hour late, your nerves were so ragged that you were actually shaking. Everything conceivable had gone wrong, and then the last straw was when you discovered that Joe Blake, a young high school recruit, had made a mistake that delayed you several hours on your rush job, or at least it would have if you hadn't caught him in time. Naturally, you gave him a good going over for his carelessness. Blake said he wouldn't take that kind of abuse from anyone and walked out on you. You noticed that he went in to see your supervisor, Jim Wells. Obviously he is in there accusing you of being rough on him. Well, you don't like that kind of an attitude in a young squirt either, and if he has gone in there squawking you'll make him wish he'd never been born. You have had all you can stand and the big boss had better not get tough with you because he'll have one hell of a time getting the job done without you. Jim had that snivelling brat in there and talked to him for quite a while before he phoned you to come in. Gabbing when there's work to be done--that's certainly a hell of a way to run things. You are on your way to Jim's office now and have no intention of wasting time on words.

(Try to get into the spirit of this case and feel some of the emotions that would ordinarily be present.)

ROLE FOR JIM WELLS, DIVISION SUPERVISOR

You are the supervisor of a division employing about 75 men and women and 6 first-line supervisors. You like your job, and the supervisors and employees who work for you, and you feel that they cooperate with you in every way.

This morning you noticed that one of your first-line supervisors, Bill Jackson, was rather late in getting to work. Since Bill is very conscientious and was working on a rush job you wondered what had happened. Bill is thoroughly dependable and, when something delays him, he always tries to phone you. For this reason you were somewhat concerned and were about to call his home when one of Bill's men, a young fellow named Joe Blake, came in. Joe is a good-natured kid, just out of high school, but this time he was obviously angry, and said that he was not going to work for Bill another minute and was going to quit unless you got him another job. Evidently Bill had come in, started to work, and then lost his temper completely when young Joe didn't do something quite right.

Although Bill occasionally has his bad moods, it is unlike him to lose his temper this way. This latest rush job may have put him under too much pressure but even so, his outburst this morning seems difficult to explain on any reasonable grounds. You feel, therefore, that something must be seriously wrong and if you can get Bill to talk about whatever it is that is bothering him you may get the situation straightened out. In any case, you are determined not to get into an argument with Bill or criticize him in any way. Instead, you are going to try to get him to talk about his troubles, listen to what he has to say, and indicate that you understand how he feels about things. If Bill seems more angry than Joe's mistake would reasonably justify, you might suppose that there is something more behind all this and Bill would probably feel a lot better if he got it off his chest. If Bill is thoroughly angry with Joe, you may suggest that Joe be fired in order to demonstrate that you have not taken Joe's side in the matter.

You talked with Joe for several minutes and, after he had told his side of the story, he felt better and was ready to go back on the job. You just phoned Bill and asked him to drop around when he had a chance. Bill said he'd come right over and is walking toward your office now.

REPORT FOR JACKSONS

1. Did you tell Wells what happened before you came to work?

Yes _____ No _____

If yes, what was his reaction?

2. Whose fault was this? Why?

Blake _____ Jackson _____ Wells _____

3. Was the matter settled to your satisfaction? Yes _____ No _____

Why? _____

REPORTS FOR WELLS

1. Did you get to the root of the problem of what was bothering Jackson?

Yes ____

No ____

Why?

2. Whose fault was this? Why?

Blake ____

Jackson ____

Wells ____

3. Was the matter settled to your satisfaction? Yes ____ No ____

How? _____

HOW CAN YOU SATISFY THESE 3 BASIC
PSYCHOLOGICAL NEEDS OF YOUR EMPLOYEES?

RECOGNITION _____

ACCEPTANCE _____

SECURITY _____

EMPLOYEE NEEDS

PERSON	CONDITION	NEED	SUBSTITUTE
A	Has five children	Food, clothing, etc.	
B	Wears overalls to work, wife a school teacher	Prestige	
C	Dependent on others	Recognition	
D	Buying house	Job security	
E	Bored with job	Responsibility	
F	Dislikes boss or group	Escape	
G	Seniority	Face-saving	

THE COFFEE BREAK*

John Sharpe, a supervisor of a line operation in a government agency, is concerned about the continued violation of agency rules regarding coffee breaks. He has given strict orders that not more than the authorized fifteen minutes can be taken for this purpose. He has issued several memoranda on the subject of coffee-break violations and has had personal discussions with individual violators. His employees seem to resent his efforts which have been to no avail.

- a. Why do employees often abuse the coffee-break privilege? Is there a solution to the problem.
- b. Should Mr. Sharpe present this problem to the work group at one of its meetings? Why?
- c. If the problem were presented to the group, how should it be stated?

*Herbert J. Chruden and Arthur W. Sherman, Jr., "The Work Group," Personnel Management, 2nd Edition, South-Western Publishing Company, Cincinnati, Ohio, 1963, p. 392.
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GETTING WORK DONE THROUGH PEOPLE

Basic Needs of People: Recognition
 Opportunity
 Security
 Belonging
 Others

Techniques of Good Human Relations:

1. Let each worker know where he stands--periodically discuss evaluations.
2. Give credit when credit is due--commensurate with accomplishments.
3. Inform workers in advance of changes--informed workers are more effective.
4. Let workers participate in plans and decisions affecting them--participation encourages cooperation.
5. Gain worker's confidence--earn loyalty and trust.
6. Know all your workers personally--find interests, habits, and touchy points.
7. Listen to the ideas of your subordinates--they have good ideas, too.
8. If the worker's behavior is unusual, find out why--there is a reason.
9. Suggest or request, whenever possible--people do not like to be pushed.
10. Explain why--workers do a better job when they know why.
11. Admit a mistake and apologize--others will resent your blaming someone else.
12. Show workers the importance of every job--this satisfies the need for security.
13. Criticize constructively--show ways to correct criticisms.

-
14. Precede criticisms with good points--show him you are trying to help him.
 15. The supervisor sets the styles--do as you would have your workers do.
 16. Be consistent in your actions--let workers know what is expected.
 17. Show confidence in workers--this brings out the best in them.
 18. Set proper goals--give workers goals they can work towards.
 19. If one person gripes, find out why--the gripe of one may be the gripe of many.
 20. Settle all grievances--one person's grievance affects everyone.
 21. Back up your workers--authority must accompany responsibility.

THE HAPPINESS BINGE

by Wm. F. Schleicher

One phrase became the trademark of the great entertainer, Ted Lewis, "Is everybody happy?" Inasmuch as it is any entertainer's job to spread happiness, the phrase was apt. However, somewhere along the line, aided and abetted by well-meaning social scientists, personnel managers, enlightened managers and management consultants, the question leaped from the stage into the factory, where it became the answer to all labor and production problems. "The happy worker is a good worker" was the new philosophy. Management went all out on a happiness binge and tried to form a happy family, and even in some instances, administered it paternalistically.

What is wrong with this philosophy?

A person does not expect to be happy at work, nor must it be assumed that he would like to be. He works because he must; work is as inescapable as death and taxes. Those things which mean true happiness to a person are generally found outside of the factory or office, in other activities. He works only to be able to participate in these after-hour pursuits. Management cannot persuade workers to be happy at machines or desks regardless of coffee breaks, picnics, insurance, etc. Management can, to be sure, make work more tolerable, more agreeable. But the very idea that he, the worker, is about to be happy, or that measures are being instigated to surround him with bliss and joy, is not particularly appealing to him. It just isn't what he wants!

One of the basic needs to the worker (aside from wages), whether in office or plant, is Professional Recognition from his superior. He wants to be part of a group, a recognizable segment of a large whole and not merely an expendable cog who must be kept happy with a picnic. He wants to contribute, and wants the contribution appreciated. He wants and needs Job Satisfaction and work in harmony with definite, worthwhile, stated objectives. He wants Respect for his job, no matter how insignificant the job may be.

The one thing he does not want is to be overlooked or treated as inconsequential; he too, wants to belong to the club. This does not apply only to the man on the machine, but also to the man in the next office. Happiness he can find outside of working hours, but Respect, Job Importance and Recognition, those are the vital pills which transform a worker into a colleague. Possibly, if management can slightly restate the happiness theorem and satisfy more basic human needs, management's face need not wear a strained smile.

NEUROTIC EXECUTIVES TOUGH TO HANDLE*

A friend of mine, who is head of a large industrial firm, apologized for being late to dinner. "I just couldn't get away from the office," he said. "It seems I never can get away from the office very long."

I asked him what was so important and compelling there--a merger, a new product development, some technical foul-up along the line? He scowled, and then grinned. "It's people," he said. "Ninety per cent of it is people."

"I thought you had some good people," I said. "They've certainly made a fine record the last few years."

"Of course, they're good people," he answered. "They're good in their jobs. But the problems don't relate to the jobs as such--they relate to the emotional life of the people, to their fears and their angers, their stubbornness and their childishness."

Emotional Growth

"That's why," he went on, "good executives and subordinates are so hard to find. Most of them are excellent technicians--they know their fields inside out--but their emotional growth is about one-tenth of their intellectual growth."

"Why should this be so?" I asked.

"In my opinion," he said, "because it takes a certain kind of neurosis to succeed in most fields, and business is no exception. The well-balanced man tends to stay where he is, content with his lot--while the driven man climbs up the ladder, and he imagines he's part of the solution when he's really just as much part of the problem."

"My toughest job," he went on, "has little to do with our products or our sales. It has to do with a dozen or so men who often behave like children in a sandpile--envious of one another, grasping their pails to their chests, reaching for someone else's toy, and dead set in their own ways. And some are frightfully self-destructive."

Insecure

"Many of them are fearful and insecure, no matter how much success they've already had. You have to keep letting them know you love them and admire them and respect them. Their status is terribly

*Article written by Mr. Sydney J. Harris

important, all the symbols of corporate eminence are invested with an almost religious meaning to them, and so are the rituals of the business--once they've done something right, they want to keep repeating the same process, whether or not it's relevant to what's happening now.

"That's why I'm late for dinner," he sighed. "Not because I'm a big business tycoon--but because I'm a cross between a Nanny and Viennese psychiatrist, with a little bit of top-sergeant thrown in!"

PEOPLE AND CHANGE*

The discouraging thing about attempting to change people is that we soon discover that we cannot do it alone--they must cooperate with us because in the final analysis only they themselves can change themselves. You don't change people--people change themselves. Regardless of how hard you try, how skillful you are, you cannot do the job alone.

PEOPLE CHANGE WHEN THEY ARE READY AND WILLING

People will only change when they see a need; when they are discontent with themselves as they are presently, and when they are shown how they can benefit by being different. Some of the forces that can be used to motivate people to change would be for their personal gain; because of discontentment with themselves or things as they are; to avoid loss of what they already have, such as love, affection, respect, worldly possessions; or through blind obedience occasioned by love, fear, respect, or through intimidation or fear. It has been found that positive motivating forces are more powerful than negative in motivating most people to change.

WHEN THEY SEE A NEED AND KNOW HOW

People will only change to the way we want them to be when they see a need and when they know how. They must be assisted or instructed in how to reconstruct themselves so that they will think and behave differently in the future. Sometimes this necessitates changing their facts, ideas, attitudes, beliefs, and emotions--and this requires skill, patience, and understanding on the part of the person attempting to affect the change.

WHEN THEY ARE MENTALLY AND/OR PHYSICALLY INVOLVED

People must be mentally involved if they are to change. Their intellects and emotions must be involved and must be altered to direct their future behavior. Change in people cannot come about passively--they must actively participate in the change process. In attempting to

*Wilson, Howard, "Changing Behavior and Preventing Resistance to Change," Administrative Research Associates, Deerfield, Illinois, 1960.

instruct people we must do so in an interesting fashion, often over a long period of time, so they can construct new habit patterns that will become a permanent part of their future behavior.

WHEN THEY SEE A PERSONAL GAIN

People are selfish. To themselves they are usually the most important person in the world. Whenever we wish to change them we must constantly think of how they will benefit and sell them on the benefits of how they will gain if they accept the change. The degree to which we can convince them of their personal gain will usually determine their willingness to accept and cooperate with the proposed change.

People are as they are because they had a lot to do with making themselves that way. They usually like themselves the way they are. When we try to change them, even if they are willing, we should remember that they have been the way they are for many years and we should not expect radical changes in a short period of time. Change takes a tremendous amount of time, effort, and patience.

UNIT V

LEADERSHIP

UNIT V

"LEADERSHIP"

Educational Objective

Develop among the enrollees an understanding and appreciation of the commonly accepted principles and practices of leadership.

Notes to Instructor

You may wish to examine some of the many articles and books on leadership before conducting this unit. Feel free to deviate from the outline, should you so desire.

Review Unit IV

Discuss the enrollees' assigned readings.

9 Steps for Personal Progress

What Makes a Person a Leader in Public Administration?

I. Leadership

Leadership is the ability to help an employee.

Leadership transforms potential into reality.

Leadership is something a person does, NOT something he is.

We appraise the quality of a person's leadership in practice by studying his followers.

What do you believe to be the characteristics of a good leader?

II. Personal Traits

- Leaders tend to have somewhat higher intelligence than the average of the followers.
- Leaders tend to have broad interests and activities.
- Leaders have a strong personal motivation to keep accomplishing something.
- Successful leaders realize that they get their job done through people; and therefore, try to develop social understanding and appropriate skills.

Discuss goal setting and its relation to leadership.

III. Need for Meaningful Goals

Do your employees understand and accept the goals established by your department?

A major responsibility of a leader is to stimulate his group toward meaningful goals. Group members need to feel that they have something worthwhile to do and something which can be done with the resources and leadership available. Without goals, different members go in different directions and begin to wonder about one another: "Why doesn't he get back on the beam?" But this is difficult to do when each member has a different beam in mind and wants the other person to think in terms of his beam. This difficulty will continue as long as there is no common understanding of the goals involved.

You might wish to discuss the relationship of the good leader and human relations.

IV. Leadership and Human Relations

Leadership is not a set of mechanical or external skills. It

Cover leadership styles
in some detail, making sure
that each enrollee fully
understands each.

is a combination of character,
moral conduct, reputation de-
veloped over a period of time,
respect for the feelings of
others, and a balanced combina-
tion of confidence and humility.
The leader can be all these things
without being bossy and directive.

V. Leadership Styles

Coercive Leadership

- Seeks unquestioning obedience
- Relies on fear, intimidation
- Gives "orders"
- Low production during supervi-
sor's absence
- Workers become hardened over a
period of time
- Relies heavily on authority
- Sets all goals and standards

Leadership by Assignment

- Work assignments are allotted
to workers
- Assignments are sometimes
arbitrary
- Has neutral influence on workers
- Seldom builds teamwork
- Does not motivate worker
involvement

Leadership by Teaching and Ex- plaining

- Does not rely on authority
- Will usually upgrade work force
- Develops considerable work
loyalty
- Does not hesitate to delegate
- Will usually explain "why" a
task is to be performed in
a certain way

Leadership by Inspiring and
Molding Ideals

The highest level of leadership

Builds teamwork by group involvement

Seeks suggestions from work group often

Treats each worker as an individual

Helps workers work up to their potential

Will not rely on authority

Displays consistent behavior

Case Study

The Ambitious One .

LEADERSHIP AND HUMAN RELATIONS

Here are some contrasts between the behavior of the boss and the leader:

<u>THE BOSS</u>	<u>THE LEADER</u>
Drives and Orders	Coaches and Advises
Depends on his Authority	Depends on Confidence and Good Will
Engenders Fear	Inspires Enthusiasm
Says "I"	Says "We" and "you"
Fixes Blame and Fault	Solves Problems
Knows all the Answers	Consults and Seeks Advice
Makes Work a Drudgery	Makes it a Game
Directs Individual Effort	Inspires Group Effort
Sets all Goals and Standards	Asks his Group to Help
Says "Go"	Says "Let's Go!"

THE AMBITIOUS ONE

Lew Wilkins, in the opinion of his fellow supervisors, qualified as a "live-wire" type. Almost always pleasant, interested in people, and quite efficient, he left no stone unturned to improve the operation of his department. Further he spent a good deal of time in outside reading on subject areas to improve conditions in his department. He did not parade his virtues, but many times he spent twenty minutes to a half-hour with some other supervisor who stood to profit by his outside studies.

Although Wilkins did not volunteer his knowledge, he tended to be quite detailed in his explanations. He sincerely felt that, if a man asked him a question, the man deserved an explicit and detailed answer. However, some of the other foremen appeared to resent Wilkins. "He's ambitious, that one," some of them would say. "The thing that bugs me," said another, "Lew is all right, but if you ask him for the correct time, he tells you how to build a watch."

Wilkins was not entirely unaware of this feeling. However, he made no attempt to detract from himself or to flatter other people.

"The trouble with you," said one of his colleagues, "is that you are overdoing the job."

"In what way?" asked Wilkins.

"Well, you give us the impression you work at your job around the clock. Are you bucking for general manager or something?"

Wilkins smiled. "To me," he said, "the proper attitude is to do your job as well as you can and--"

"Hope management notices how good you are," broke in the other man.

"Well," said Wilkins, "you may as well know how I feel. I'm here for eight hours or more a day. I want that time to be spent constructively."

"Real ambitious, huh?"

"Sure, I'm ambitious."

"Well," said the other man, "I don't want to say too much, but it is my opinion that, in setting yourself up as a shining light, you make the rest of us (who don't have the time to spend all hours studying) look a little worse than we really are."

"That's ridiculous," replied Wilkins. "It almost seems to me that you're suggesting I should make myself look worse than I really am in order to make you look better."

Questions:

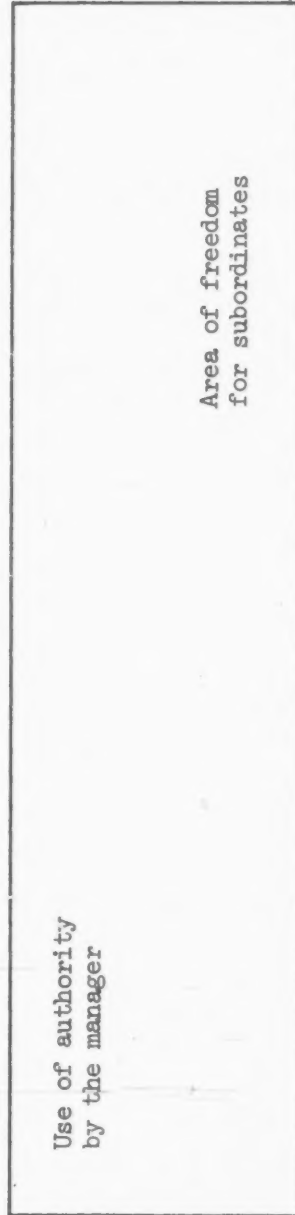
To what degree is some resentment, possibly based on envy, inevitable when one man is moving ahead?

At the turn of the century, to be ambitious was almost equivalent to being good. What forces operate today to discourage self-improvement?

Does it sometimes require courage to stand out from the crowd?

CONTINUUM OF LEADERSHIP BEHAVIOR

Boss-centered leadership	Subordinate-centered leadership
--------------------------	---------------------------------



Manager makes decision and announces it.	Manager "sells" decision	Manager presents ideas and invites questions.	Manager presents tentative decision subject to change	Manager presents problem, gets suggestions, makes decision.	Manager defines limits; ask group to make decision.	Manager permits subordinates to function within limits defined by superior.
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Source: R. Tannenbaum and W. H. Schmidt, "How to Choose a Leadership Pattern," Harvard Business Review, Vol. 36, No. 2 (March-April, 1958), p. 96. Reproduction permission granted by the publisher.

HIGH CONCERN FOR PEOPLE LOW	9	Country Club Supervision--(1,9) Production is incidental to lack of conflict and "good fellowship"							Team Supervision--(9,9) Production is from integration of task and human requirements into a unified system of interplay towards organizational goals.	
	8									
	7									
	6									
	5		Middle of the Road--(5,5) Push for production but don't go "all out." Give some, but not all. "Be fair but firm."							
	4									
	3	Impoverished Supervision--(1,1) Effective production is unobtainable because people are lazy, apathetic, and indifferent. Sound and mature relationships are difficult to achieve because human nature being what it is, conflict is inevitable.								
	2								Task Supervision (9,1) Men are a commodity just as machines. A supervisor's responsibility is to plan, direct, and control the work of those subordinate to him.	
	1									
		1	2	3	4	5	6	7	8	9
		CONCERN FOR PRODUCTION THE SUPERVISORY GRID								
		LOW								HIGH

7 STEPS TO HELP MANAGERS GET THINGS DONE

"When an employee doesn't follow out an order properly, it's hardly ever his fault," says Dr. Ernest Pigors of MIT. "People don't want to do the wrong thing on purpose. When things go wrong, it's almost always because the person who gave the order didn't do it properly.

To combat this, Dr. Pigors studied exactly what is involved in the giving of an order, and came up with the following seven steps to help managers INSURE their orders are properly carried out.

1. PLANNING. The managers must first decide in his own mind what needs to be done--what the order is to be--and pick, very carefully, the RIGHT man to carry it out.
2. PREPARING THE ORDER-RECEIVER. The man receiving the order should understand exactly what the order means. The way to accomplish this, says Dr. Pigors, is to get the employee involved. If chairs, for instance, are to be moved from one room to another, tell him WHY they have to be moved. This not only involves him, but also perks up his attention and he is ready to receive the order.
3. PRESENTING THE ORDER. "In presenting the order," says Dr. Pigors, "voluntary cooperation is the goal." Words can be tricky. If, for instance, a manager goes up to an employee and says: "Get that box out of here!" he might do just that--throwing it in the garbage can. When the manager later asks where the box of "new napkins" is, all the employee will say is "I did what you told me." The manager, then has been hit by what Dr. Pigors calls "malicious obedience." And the double meaning protects the employees.

The language, then should be common and clear. Most important is that the order is said in a MANNER that encourages VOLUNTARY cooperation.

4. VERIFICATION. When the manager has verbally presented the order, he should ask to have it repeated to him.

"People listen very poorly," says Dr. Pigors. "If six people stood side by side and one simple sentence was whispered into the ear of the first, who whispered it into the ear of the second, etc., by the time the sixth man said it aloud it would be totally different from the original simple sentence." It should never be assumed that the employee understands. Orders should be REPEATED.

-
5. ACTION. Action is involved in the giving of an order. If the order is of an immediate nature, see if the man starts to do it. If he doesn't start to do it, "find out why not."
 6. FOLLOW UP. "Actually go and see if the order has been followed out." Here again, the manager should make sure himself that the order has been carried out, and not be satisfied with oral reports.
 7. APPRAISING. Finally, Dr. Pigors says, "The manager should ask himself, "How am I doing? Do I understand all that's involved in the giving of an order? If I'm going wrong--where am I going wrong and why?"

UNIT VI

MORALE AND ITS APPRAISAL

UNIT VI

"MORALE AND ITS APPRAISAL"

Educational Objective

To demonstrate the very close relationship between a motivated employee and the satisfaction of his needs. Establish in the mind of the enrollee the importance of the individual.

Notes to Instructor

This is a continuation of the general area of motivation. The need factor should be closely examined with perhaps some employee implementing some technique during the week with the intent of reporting the results to the class. Be well prepared before conducting the role playing activity.

Review Unit V

Discuss the enrollees' assigned readings

Build the Will to Work
Make Your "No" Creative

What do we mean by employee morale?

1. Morale

One of the surest signs of deteriorating human relations is the phenomenon known as low morale.

(A definition)

The attitudes of individuals and groups toward their work environment and toward voluntary cooperation to the full extent of their ability in the best interests of the organization.

Attempt to develop in the mind of the enrollee the value of establishing good employee morale.

High morale is the hallmark of a well managed organization, but it cannot be persuaded into existence or even bought.

Discuss the difference between the morale of a person or a group.
Example on Page 59 of the Instructor's Reference Book

What are the factors which contribute to high employee morale?
(Draw from the class)

What can a supervisor do to enhance employee morale?
(Draw from the class)

Discuss Morale Surveys
Has anyone ever used one?

2. What is Morale?

Job morale can be more accurately interpreted in terms of an employee's general emotional tone.

Morale refers to the attitudes of either a person or a group.

People resist or avoid that which brings them dissatisfaction and lack of fulfillment.

High morale means the willingness to serve faithfully, to get together in solving problems, to work harmoniously in getting the work done.

3. Morale Variables

Studies of occupational groups have shown a consistent relationship between occupational level and job satisfaction.

Following this line of reasoning, supervisors would be expected to have higher morale than their workers.

Another study reports a positive correlation between age and general morale.

4. Morale Surveys

Benefits:

Gives management an indication of the general levels of morale in a company.

A valuable communication brought on by the morale survey.

One benefit, often unexpected, is improved attitudes. For some, the morale survey is a safety valve, an emotional release, a chance to get things off one's chest. For others, it is a tangible expression of management's interest in employee welfare.

Useful way to determine certain training needs.

Are these objections valid?

Some objections to morale surveys:

Fear the survey would create adverse effects.

Management sometimes objects to surveys on the basis that they cause employees to think about their problems and "dig up" latent dissatisfactions that would have no importance if management had not reminded employees of them.

If possible, show examples of a survey form.

A morale survey is useless because it does not tell why employees feel the way they do or how to correct their dissatisfactions.

Types of Studies:

Objective Surveys

Descriptive Surveys

Projective Surveys

5. The Supervisor's Responsibilities

Fairness, consistency, and demonstrated interest in employee problems are the backbone of supervisory morale building.

The significant part of morale building is keeping employees informed of all matters that directly or indirectly concern them.

What could management do in public administration to improve your job of maintaining high employee morale?

6. Management Responsibilities

Executives get to the top because of their ability as leaders of men, and building morale is first of all a leadership problem and job.

Once upon a time management's maxim was: "Don't tell employees anything unless you have to." Enlightened management of today says: "Don't hold anything back unless there's a good reason."

Case Study

The Case of the Overheard Conversation

A MORALE SURVEY*

The management of a Midwestern cannery employing 1,500 individuals engaged in preparing and canning baby foods for national marketing was concerned about the morale of its employees. There had been many indications in the past year that morale was lower than it had been in many years, in spite of the steady employment and good wages. Management decided that it was time to make use of modern methods by which employee morale could be surveyed and hired a consultant to plan and conduct the survey.

For about two weeks, the consultant and the assistant personnel manager of the company met with representatives of management, the employees, and the union and discussed the objectives of the proposed survey, including the methods to be used in obtaining and in reporting the information to management and the employees. A definite date was set for conducting the survey, and all employees were given the details concerning the purposes of the survey and how it would be conducted.

On the day scheduled for the survey, employees were assembled in groups of 200 in the company auditorium. After a brief orientation by the assistant personnel manager, the consultant took over the meeting and administered the questionnaire. The questionnaire, prepared by a national firm and known to be among the best, contained about 100 items that the employees answered by checking "agree," "disagree," or "undecided" on separate answer sheets. Provision was also made for employees to write comments on the back of the answer sheet concerning any areas of their jobs that were particularly favorable or unfavorable. The only identification that employees entered on the questionnaire was their crew number.

After all employees had participated, the personnel department, with the aid of the consultant, tabulated and summarized the results. Reports, broken down by each major department in the plant and by crews, were prepared for submission to the department heads concerned and the plant manager. These reports included several scores, based

*Herbert J. Chruden and Arthur W. Sherman, Jr., "The Work Group," Personnel Management, 2nd Edition, South-Western Publishing Company, Cincinnati, Ohio, 1963, pp. 428-429. Reproduced by special permission of the publisher.

on a standardized scoring system, that covered many areas under management's control. These scores represented the employees' attitudes concerning job demands, working conditions, communication, etc., for the crews and departments compared with other groups in the plant. The answers that employees had written to open-ended questions were studied and summarized to facilitate their use by those concerned.

The following is an extract from the company report that was sent to the manager of the Preparation Department. It concerns a crew of thirty female workers (Crew X-31) engaged in preparing meats and vegetables for canning. The crew is under the general supervision of the general foreman, who in turn has three foreladies who are responsible to him. Employees are paid on the basis of straight time, plus incentive bonuses.

EXTRACT OF REPORT

The statistical analysis of the morale questionnaires for this crew reveals that opinions toward the company as a whole, top management, and other areas measured are quite favorable. Employee opinions toward the following areas, however, are quite unfavorable:

Friendliness and cooperation of employees.
Supervisor and employee interpersonal relations.
Technical competence of supervision.

The comments that employees wrote on their answer sheets concerning the three areas viewed unfavorably were summarized as follows:

FRIENDLINESS AND COOPERATION OF FELLOW EMPLOYEES. There are apparently "Queen bees," i.e., older female employees who adopt a bossy and domineering manner regarding those with less seniority. These employees boss others around.

A common complaint among the employees is that the service boys cheat and that some employees are given better grade ingredients to process.

Those ordinarily engaged in the preparation of vegetables resent being transferred, when necessary, to the preparation of chicken on the basis that they cannot make a sufficient bonus. They suspect favoritism at such times.

SUPERVISOR AND EMPLOYEE INTERPERSONAL RELATIONS. The General Foreman many times bypasses the foreladies in contacts with employees.

There are frequent changes in work that come up without warning or explanation, allowing only time to give orders to change what is being done and to transfer employees over to other types of work where perhaps less bonus is to be made. The forelady, therefore, becomes more often than not the harbinger of bad news rather than the motivator.

TECHNICAL COMPETENCE OF SUPERVISION. Although there is possibly enough equipment available for the women to do their jobs, equipment does not seem to be in the right place at the right time. Food carts are one of the main shortages, and any change in work amplifies this.

Employees do their job the same way day after day, but the inspector can change his mind in interpreting procedure. He then writes a note about the employee, giving name and badge number to the plant superintendent. The employee sometimes gets a written reprimand and

this causes friction. The employees feel that it should be brought to the employee's attention in some other way. There have been times when the employees tried to retaliate by damaging company property.

- a. If you were the manager of the Preparation Department, what immediate action would you take on the basis of this report? What long-range action would you take?
- b. Are there any areas that seem to call for action being taken by other departments in the company?
- c. Should the information contained in this report be released to other departments in the company?
- d. Would the department manager be justified in recommending the replacement of the general foreman or the foreladies of Crew X-31 on the basis of the findings from this survey? Why?
- e. Was this survey necessary? Could not management obtain the same type of information by just keeping its eyes and ears open? Discuss.

THE CASE OF THE OVERHEARD CONVERSATION

Howard Fox, General Office Supervisor, ducked into a doorway to light a cigarette as he left the office. As he did, two of his employees walked past. Neither noticed Howard. Howard started to wave hello when he realized they were talking about him. "What a line of malarkey Howard gives you," said the first employee. "He got me in the corner this afternoon and told me he couldn't run the place without me. That I was his number-one boy."

"He told you that, too?" responded his companion. "Maybe in your case he means it. But I don't pay any attention to his compliments any more. I found out he gives everyone the same pep talk. Even when I blow a job and expect to catch the devil for it, he's just as sweet as sugar."

"To tell you the truth," said the first employee, "I wish he would let me know for real how I stand. It may be fine to have a boss who talks nice to you. But I'm always afraid he tells me one thing and then runs me down to someone else in the office. You know how lousy a job Pete does filling out reports. Well, Howard picked up Pete's reports the other day and even he was shocked. There were at least three grave errors in it. Pete looked up and said, 'anything wrong, Howard?' You know what Howard said? Nope. Glad you got this in on time. But here's the clincher! Howard came over to my desk to chew the rag and in less than five minutes he's telling me how he can't trust Pete with the reports any more. He'll have to give them to me in the future. Why doesn't he straighten Pete out, anyway?"

"That's the trouble with Howard all right. He's so eager to make people feel happy that he never levels with you."

"I'm not worried about Pete," said his companion. "What I worry about is what Howard tells others about me that he can't tell me to my face."

As the two men walked away Howard tossed his unsmoked cigarette into the gutter. He turned back into the building and went back to his office. He sat down at his desk without turning on the light. Then he began to think.

1. What do you suppose Howard was thinking about?
2. What was wrong with Howard's approach to dealing with his employees? Was he all wrong?
3. If you could advise Howard, how would you tell him to improve his status among his employees?

4-STEP METHOD FOR HANDLING

HUMAN RELATIONS PROBLEMS

STEP 1 - GET THE FACTS.

Review past performance
Find out what policies and rules apply.
Talk with individuals concerned.
Get opinions and feelings.
BE SURE TO HAVE WHOLE STORY.

STEP 2 - WEIGH AND DECIDE.

Fit facts together and consider their bearing on each other.
What possible actions are there?
Will the policies of the organization allow me to take this action?
What will the effects be to the individual, group, and production?
DON'T JUMP TO CONCLUSIONS.

STEP 3 - TAKE ACTION.

Are you going to handle this yourself?
Do you need help in handling it?
Should you refer this to your superior?
Select proper time and place of action.
DON'T PASS THE BUCK.

STEP 4 -CHECK RESULTS.

How soon will you follow up?
How often will you need to check?
Watch for changes in output, attitudes, and relationships.

DID YOUR ACTION HELP PRODUCTION?

ABOUT BUILDING MORALE

Everyone benefits when he is a member of a company where staff relations are happy, loyal and co-operative. Morale is one of the most precious elements in a business.

In time of war, morale is the ability to endure hardship and to show courage in the face of danger. In peace time, it means willingness to serve faithfully, to get together in solving problems, to work harmoniously in getting the work done.

Good morale is expressed in the creed suggested by His Grace, Lord Archbishop of Canterbury at the Duke of Edinburgh's Study Conference on the Human Problems of Industrial Communities: "I believe in the work this factory is doing and in the fellowship of those who work with me in it, and in what it produces."

No firm whose employees feel like that will ever be risen asunder by internal conflict, or worsted in competition because of slackness of its workers. The management of such a firm will be made up of executives who are leaders of men, co-ordinates of jobs, and the source of inspiration.

No one will deny the emotional benefits of being one of a group that has high morale, but there is more to it than emotional pleasure. High morale generates thinking and planning, it stimulates initiative and enterprise, it is a most important ingredient of efficiency, and only in its atmosphere are people inspired to seek the best. High morale pays off in earnings and job satisfaction, and in the effective operation of the factory or office.

Indeed, high morale spreads outward from the confidence in his management and co-operative workshop. The worker who is happy in his job, with relations with his working team, will spread his contentment throughout the community, and will win friends for the company. What workers say about the company is a potent force in public relations.

MANAGEMENT'S RESPONSIBILITY

With whom should the human relations practices that make up good morale start? With top management. Executives get to the top because of their ability as leaders of men, and building morale is first of all a leadership problem and job.

Successful business managers take pride in the teams of which they are captains. Morale and team spirit are the product of consistently high executive character displayed over a period of years. Loyalty and efficiency are not created overnight, by some code or appeal

or promise or hand-out. They arise out of the personality of the executives, managers, supervisors and foremen.

The character of leadership includes forethought in the interest of employees, fairness and impartiality, willingness to listen to complaints and suggestions, liberality in giving credit where it is due, honesty in living up to promises. But to all these necessary qualities the executive who is most successful in building morale has added something special: he is considerate of his workers in minor matters.

Great men are careful in dealing with people. The fact that they take greater care than lesser men is at once a cause and a symbol of their success. They know that only through other people is it possible for them to progress. They do not boast only an "open door" policy by which employees may reach them: they go out through the open door to reach their workers.

The executive will lay out broad plans of operation, assign them to subordinates, insist upon the fulfillment of not only the letter of the law but the spirit in which he laid it down, and then devote his attention to exceptions--the gremlins that can ruin any plan if they are not watched out for.

SUPERVISORS' RESPONSIBILITIES

What supervisors and foremen do with the good plans of the executive will make or mar the morale of the company.

People in supervisory positions are not doing their best for the company if they are content to administer rules. Fairness, consistency, and demonstrated interest in employee problems are the backbone of supervisory morale building.

The supervisor is charged by management with taking his group of human beings, every one different in temperament, emotions and skills, and developing them into a satisfactory work unit. An important ingredient in that development is the reflection by the supervisor of the high principles of his executive officers. Morale, it has been said, doesn't start at the bottom of an organization, but trickles down from the top.

Every supervisor has some job that is his special bit of the biggest job. He may set up a machine, lay out blue prints, check accuracy, or prepare reports. But while he will do that part of his work well, it is not the part out of which he gets his greatest satisfaction.

The joy of leadership and the thrill of being in charge of men consists in spending the last ounce of your management talent so as to see the men under you fulfill their greatest abilities in their jobs and raise their stature as efficient workmen.

It will pay every man who is in charge of workers, both for his own sake and the sake of his firm to make a personal inventory along these lines: Am I developing good human relations with my people, or am I content with casual daily contact? Have I some guiding principles in dealing with men and women in my department, or am I going along from day to day, doing the best I can according to how things look? Do I always seek the positive factor in a problem or a situation, or is my negative attitude putting a wet blanket on morale? Have I given thought to the fact that all these workers have the human instincts and emotions that I have, perhaps differently emphasized, or do I look upon those as "hands" hired to make the machinery run?

The supervisor who expects his employees to be perfect is due for disappointment. No matter how carefully the worker is selected he brings to the workshop all his imperfections, his peculiarities and his limitations. You can't hire just the fine points about a man: you have to take all of him.

This, of course, gives the supervisor his great opportunity. There is little glory to be had in jotting down on charts the hour-by-hour performance of a smoothly-running machine, but to keep one operating that is given to break-down, that needs gentling underload, that has to be carefully lubricated in particular places and at certain times: that is, indeed, a triumph and a satisfaction.

The supervisor's self-analysis should go further than merely listing things he should or should not do. Any man in the shop could prepare a list like that: don't be arbitrary, don't discriminate, don't treat your workmen as if they were parts of their machines, don't play favorites, don't give an order when a request will serve as well, don't brush off suggestions, don't say "no" as your first reaction to every request, don't put off decisions, don't pass the buck, don't be niggardly with your praise of a job well done.

The good supervisor will be aware of all those, but he will wish to go behind them to seek the basic acts and attitudes that can be made to contribute to improving team-work in his department, thereby enhancing his stature as a manager.

CO-OPERATION

Co-operation is one of our misused words. Ignorant men "demand" co-operation. They say: "Your co-operation will be appreciated" when they really mean: "Do it---or else."

Co-operation must be practiced by everyone, by those who are supervising as well as by those who are supervised. It is a voluntary thing, a two-way street, a way of living in which people work together to get something done. A fair index of a man's efficiency in management is the degree of working together that exists in his unit of the factory or office.

When people become a team, their capacity for production is astonishingly increased. "Teamwork," said Dr. J. F. Johnson in Business and the Man (Alexander Hamilton Institute, New York) "is achieved through voluntary effort pooled in a common cause."

The best team-work will be organized by the supervisor who allots to each member of the team the special task for which he is best fitted, and who sees to it that every man knows, sees, touches, and appreciates the importance of, the finished product to which his hands and skills have contributed.

Everything the supervisor does in intercourse with his workmen must be done sincerely. False attitudes can be spotted quickly. Then results a loss of faith that is hard to re-establish, and a weakening of the team spirit.

Expediency has come to mean too much in today's living. We are inclined to give in too easily to the idea that the immediate purpose justifies the means. But a supervisor who does what is expedient for the day without reference to what it will mean tomorrow is digging a grave for his department's team spirit.

Since the supervisor is not managing inanimate things but is developing people, he must really like people. But because he is in a position of authority he must be careful not to show his liking for some of his people to the extent of playing favorites.

WHAT WORKERS WANT

Many an executive has come a cropper because he thought he knew all the answers whereas what he really did know was what he thought the answers should be. That is not good enough in the building of morale. Eugene J. Benze underscores this principle in his textbook Office Administration, one of Alexander Hamilton Institute library. He says; "Morale, in a nutshell, is determined by the degree to which

employee wants' are satisfied. The satisfaction of employee 'wants' therefore creates morale. It is as simple as that."

There is no widespread fear of unemployment and poverty on this continent. People are, consequently, free to think in new terms: in terms of job satisfaction. They are free to judge jobs critically. They are free to seek satisfaction of their wishes for recognition, security and comfort.

It is not many years since "security" headed the list of workers' wants, but polls during the past five years indicate that other wants rank above security and even above the amount of wages. Workers want to be treated as members of a team, to be kept informed of company matters that might affect them, to have their suggestions received with attention, to be promoted according to their merit, and to work under supervisors they can respect.

These are social and emotional needs. They can't be played around with as things to be extended by grace of the management. They are at the core of morale.

The work that men do is an essential part of their lives, not mainly because by it they earn bread but because a man's job gives him stature and binds him to society. The belief that money is the most important motive for work, says J. A. C. Brown in The Social Psychology of Industry (Pelican) "is so foolish that anyone who seriously holds this opinion is thereby rendered incapable of understanding either industry or the industrial worker."

STATUS AND ENVIRONMENT

Every workshop and office has its status system, in which the worker has his place and rank. People are concerned not only with getting the necessities of life but also with getting them in a way that maintains their self respect.

Every one of us hunger for recognition as a unique individual. The supervisor seeking to build morale will do a better job if he knows that the symbols are of his recognition. Trivial though they may appear to one who has grown beyond them, they are of vital importance.

However humble a man's job may be, he is entitled to be given the assurance that it is important and that his ability in it is highly regarded. He needs the assurance that he is wanted and that he belongs on the team.

At a conference of the Unemployment Insurance Commission officers in Ottawa it was said: "The severest criticism that can be given to any man is not to find fault with him but to ignore him completely. He doesn't know where he stands; he doesn't even know whether or not he's on the team."

WHAT ARE THE FACTS?

An industrial organization is a social unit. When everyone is contributing what he has to give, work becomes a social activity, yielding individuals respect and approval, and a feeling of fellowship in making a contribution to society.

Within this social unit there will be smaller groups. We should not condemn "cliques" out-of-hand. Be angry, if you wish, about plotting cliques, rumor-mongering cliques, catty cliques, subversive cliques, and all that sort. But there are certain normal groupings that arise in any plant. The foursome is made up of congenial spirits with similar interest. That lunch-time meeting is part of their ego-building satisfaction with their jobs.

It is commonplace for executives or supervisors to say about their staffs: "We're just one big happy family." But there are secrets in the best of families. An article in the Harvard Business Review told of a group of workers and supervisors who had harbored resentment for fifteen years without knowledge of it reaching the ears of the executive.

So no matter how heavenly the conditions seem to be in a factory or office, it is just as well to make sure. Conducting employee research is imperative as a preliminary to building morale. The desires of workers must be uncovered.

We need particularly to learn whether the employees are sold on the company: do they believe that there is a good working team upstairs? If there is criticism of management it is better to learn about it than to let it smoulder, and better to listen to it with respect than to brush it off.

All this does not mean that management is giving up its sovereignty. A business firm is not a debating society. There needs to be an authority. But management can listen with interest, bring its wider perspective and expert knowledge to bear on criticism, and then tell its decision and position. A procedure like that will drain off bitterness, bring the workers into participation and inspire exploration of constructive plans. A vital ingredient in good morale is the sense of belonging in an important way.

GO ON RECORD

A significant part of morale building is keeping employees informed of all matters that directly or indirectly concern them. As the Supervisory Human Relations Source Book of the Michigan Civil Service Commission puts it: "Discuss impending actions with them instead of suddenly dropping an action-bomb in their midst."

The destructive grape-vine works hardest in organizations where management fails to provide necessary information to the people involved. It is a childish, but often damaging, characteristic of people in every supervisory rank, to hold back information so as to feed their ego with the thought "I know something you don't know."

Once upon a time management's maxim was: "Don't tell employees anything unless you have to." Enlightened management of today says: "Don't hold anything back unless there's a good reason."

The autocratic manager tries vainly to control communication. All he can do is cut off his own voice. He cannot stop workers from talking among themselves, or from listening to broadcasts, or from hearing the opinions expressed by politicians, union leaders and workers' wives. Because the autocratic manager withholds his own information, all of these people are incompletely or wrongly informed. The manager has cancelled out his own influence.

SOME POINTS TO CONSIDER

When communicating with employees, here are some points to keep in mind: the message must be so presented as to gain attention of the group for which it is intended; it must be tied in with the work and responsibilities of that group; must be specific and understandable; it must give attention to the human element in management-employee relations.

The management that deals in evasions, half-truths or misrepresentation is subverting the fundamentals of morale building. Only a little less objectionable is the use of propaganda instead of factual information. Another fault is delay in issuing facts, sometimes to the point where ill-wishers can say that management didn't say anything until it was forced to do so. Truly, as John Perry says in Human Relations in Small Industry (Small Business Administration, Washington, D.C. booklet No. 3); "Maintaining good communications is like maintaining a good business reputation. One abuse casts a long shadow."

Besides information down, there needs to be information up. Workers have important things to tell supervisors and executive officers. Only when there is a two-way flow can there be the unity of thought that is an evidence of good morale.

Listening to what people say is the starting point toward understanding them. The supervisor who listens with an open mind, giving thought to the significance of what is said, is a bigger man than the supervisor who rebuffs his workers. As for top management it is all too often lacking in awareness of its workers' thoughts and feelings because the upward communication channel is clogged on the supervisory level.

When executives have sufficiently impressed their assistants with the importance of knowing what is brewing in the cafeteria and wash-room conference of workers, and in the out-of-plant social contacts, and of passing along what is significant, then executives will no longer learn about impending crises in their own plans from whispers on the street. Both executives and supervisors will become better administrators in accord with the attention they give to subordinates' ideas.

EXERCISE FOR MANAGERS

Whether or not you think you have a staff morale problem and whether you are manager of a great plant, supervisor of a department, or a gang foreman, you will gain something from this exercise.

Brain-storm the proposition: "I can contribute something toward improving morale among my people." Take an hour in solitude, a pencil and a supply of paper. Write down as quickly as possible all the questions you can think of that you would like to have answered about your assistants, your foremen and your workers. Don't worry if the questions flooding upon you seem to be trivial or irrelevant.

Then imagine that you are a foreman or a workman, and write down all the questions you would like to have answered about the company and about the top man.

What a splendid start toward solving the problem of building morale! Now you know what you need to learn about your people in order to understand their wants, and you know what you have to tell them so that they will become aware of the sort of company they work for and the sort of person you are. The exercise will blow away the cobwebs from your thinking about morale building.

Of this be certain: the losses caused by failure to develop the human resources in your business are not all inscribed in the ledger of this year's business. They are in a large shadowy area which must be penetrated by creative thought. And unless you penetrate them, and do something about them, they will show up in the bookkeeping of future years.

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UNIT VII
GROUP DYNAMICS

UNIT VII
"GROUP DYNAMICS"

Educational Objective

Bring to the attention of the enrollee the importance of mastering the technique of working with group dynamics.

Notes to Instructor

You may wish to have one of the class members develop a sociogram of his work force, so that next week you might plot his results on the board and involve the class in analyzing.

Review Unit VI.

Discuss the enrollees' assigned readings

A definition. The Social process by which people interact face to face in small groups.

What is the role of a leader in a small group?

About Building Morale
The Face You Save May Be Your Own*

I. Group Dynamics

The practice of good human relations requires that we not only be concerned with employees as individuals, but must also recognize the importance of the influence of the group.

The group will not only have influence on the larger organization, but will also influence the behavior of its individual members.

2. Development of Group Dynamics

Existed since the time of the first human family.

*Nation's Business, Vol. 50, No. 9 (September 1962).

In what ways and under what conditions are group decisions better than individual ones?

Discuss Characteristics

There is a difference between a group and a mere aggregation of persons.

Mayo showed that industrial workers tend to establish informal social groups which affect morale and productivity.

Lewin showed that different kinds of leadership attitudes produced different responses in groups.

3. Characteristics of Work Groups

Leadership

While the supervisor is designated as the formal leader of the group by management, it is recognized that there may be one or more informal leaders in the group to whom the members of the group also give their allegiance. This allegiance to one or more fellow employees may result from the recognition by fellow employees of the unofficial leader's technical skill or knowledge, his seniority, the type of work he does, or more frequently his ability to communicate with others and to satisfy their personal needs. If the supervisor is able to recognize the informal leaders, he can often develop effective relationships with them that enable him to utilize the talents and energies of the group more effectively. If, however, the supervisor pays little attention to the informal leadership, he may encounter difficulties.

Status

In his relationships with subordinates the supervisor should recognize the sources and symbols of status and guard against any action that may jeopardize an employee's status.

Conformity

Keith Davis observes that much has been written about the supposed evils of conformity as it has developed within formal organizations. It is his opinion that the informal organization can create employee conformity of an even more serious type. While management expects employees to conform to the requirements of the work process in order that the operations may be completed successfully, it usually does not require attitude conformity on the part of its employees. Group requirements for attitude conformity are powerful forces in informal groups that serve to keep the group uniform in its attitude toward the work, the supervision, and the other areas of importance. Such conformity may serve the interests of management--e.g., a group has a tradition of adhering carefully to company rules and exerts group pressure on an individual who has fallen into the habit of breaking certain rules. However, group requirements for attitude conformity may sometimes be contrary to management's interests--e.g., an employee is punished by the group for producing significantly more than the amount upon which the group has informally agreed.

Put Cliques to Work for
You

Please refer to the
information on Sociograms

Have the class help
analyze the Sociogram of
the 18 Carpenters

You might cover the following
during the discussion on
meetings and conferences.

Do employees like to attend
them?

Why do most people feel meet-
ings are a waste of time?

Cliques

Within a group there will be small
smaller groupings of individuals
who commonly associate with each
other and are frequently referred
to as cliques. A more formal
procedure of studying the make-
up of the work group is through
the use of a sociogram--the
measurement of relationships with-
in the group.

Cohesiveness

The extent of the loyalty of the
employees toward their work group.

Analyses reveal that the degree
of group cohesiveness is related
to the influence which the goals
of the group have on the per-
formance of its members. If the
goals of the group are to achieve
high productivity and low waste,
greater cohesiveness will enable
them to attain these goals.
Likewise, if the desire of the
group is to reject the objectives
of management and restrict produc-
tion, greater cohesiveness will
enable them to do this.

4. Use of organization meetings

Organizations of meetings

The leaders

How agreement is reached in meet-
ings

Participation improves group
performance. Is unanimity necessary?

Are most meetings well-planned?

How should you plan for a meeting?

Case Study

Meetings encourage support of decisions

Creative thinking in groups

Weaknesses of meetings

Slowness and expensiveness

5. Teamwork

It has been said that the fellow in the boat with you never bores a hole in it. Teamwork tries to get people into the boat and rowing together.

Companywide team--Institutional

Small team--Operations

The essentials of an operations team:

- A small group
- A leader
- A common goal
- Regular interaction
- Each member responsibly contributing
- A team spirit
- Conscious coordination

Teamwork needs supportive environment

Like the mighty oak, teamwork grows slowly.

The Pajama Factory

PUT CLIQUES TO WORK FOR YOU*

The management of cliques is a rapidly growing field for executive action. Already many companies have given up formal organization charting in favor of more sophisticated analysis.

The rewards are obvious: More cooperative people, more productive workers, easier installation of improvements by engineers and accountants, less conflict and confusion rising to the top, greater unity of effort.

Such social scientists as Dr. Rensis Likert of Michigan and Dr. Chris Argyris of Yale have studied and written extensively on the subject of cliques. Dr. Argyris describes the possibility of better management of informal organizations as the next great break-through in management theory and practice. These scientists declare that the dual goals of the clique in business—desire for security and for participation in the decisions which affect them—are finding their way into organization planning in many firms. No mere academic exercise, the management of the clique is for high stakes.

For one thing, cost reduction programs have often pointed up the fact that the people at the top of the organization can't seem to maintain touch with the people at the bottom, no matter how loudly they shout or how keenly they listen. Probes to find the reason have indicated that the clique is a block to real communication.

For another thing, information about policies, procedures, rules and regulations doesn't come out at one end in the form of behavior the boss intended when he put it in at the other. Systems which are completely logical just don't work the way they were designed to work. Industrial engineers seem to find new heights of employee and clique ingenuity in undermining incentives and methods improvement.

Still another management problem which seems to center around the clique organization is the failure of specialist groups to coordinate, mainly because they become special interest groups which don't communicate. In many engineering and research labs, for example, the multiplication of technical jargon by the cliques has become almost comparable to a tower of Babel.

Multiplied throughout the company, it's more than the electrical engineers not pulling in harness with the mechanicals; it's the accounting clique battling the sales clique, the quality clique scrimmaging the production crowd, the union bunch fighting everybody, the office fighting the shop, the old-timers fighting the young college Turks, and the company losing in every case.

Finally, the cliques are the building blocks of that much criticized figure, the organization man. The clique makes its members conformists who suppress their individuality in order to retain membership and popularity with the informal group with which they work. To the extent that the clique places no premium upon individual effort or creativity, the skills of imitation and cooperation become paramount.

As the full dimension of the clique's influence becomes more apparent, many of the methods for handling human relations and communications problems become increasingly inadequate, overmatched by the problems they are expected to solve.

In format the clique appears as a small group; the graduates of a particular school, practitioners of a special occupation, or a few people bound together by ties of sentiment, common interests, or like social ties.

The clique is a spontaneous, informal, natural cultural formation inside the organization. It controls its members favorably or unfavorably insofar as the company is concerned.

Since management can neither order the clique out of existence nor circumvent it by industrial engineering or directives, the logical course is to prevail on the group to act in the firm's interest.

A number of steps can lead toward this result. Summarized, these include:

Recognize that cliques exist.

Train managers to deal with them.

Catalog the major segments of the clique organization.

Study operating techniques of cliques.

Work through informal leaders.

Plan facilities so they will establish social status.

RECOGNIZE CLIQUES EXIST

Cliques exist in every human organization, including the family, the church, unions, the government as well as business firms. No master plan or sinister conspiracy is needed to start one--only a few people having common interests, fear of the boss, or pride of achievement. Many large and imposing clubs have grown out of a clique founded on the habits, likes, dislikes, sentiments, interests and endowments of a group of individuals.

Management which, on hearing that cliques exist, reacts with an emotional outburst aimed at wiping them out or with a denial that they have infiltrated the company is merely putting obstacles in the way of steps which might lead to a more sophisticated treatment of the subject.

Acceptance of cliques as going concerns, and an effort to understand their nature and scope, will pay dividends in the adoption of policies and practices designed to enlist them into channels of help and increased productivity,

TRAIN MANAGERS

One of the basic steps in getting a grasp on the clique situation must include some basic training of management in group relations and the specifics of informal organization. Human relations training in the past has often been oriented toward studies of individual behavior without attention to the group processes.

Although it's obvious that the group consists of individuals, mere understanding of individual motivation without some practical knowledge of how the clique modifies this behavior is only half the story.

Mary Jones may want to produce more work in the typing pool; but she has learned that if she is too productive she won't be invited to the little luncheon and gossip dates which also are important to her. With cliques in mind we still study the individual; but we pay more attention to how Mary meets her individual needs through group approval.

John Jones, engineer, may be more interested in what the boys down at the engineering society think of him than what his boss thinks, or even of what he thinks of himself.

Putting this basic importance of the group across to the supervisor, the manager, the technician and the staff man is a key in managing the informal organization.

CATALOG CLIQUE SEGMENTS

With a management and staff aware of the importance of cliques, a company can catalog the major cliques and learn how they react to one another and to the company. This is best done by the people who are actually on the spot as managers, engineers, and staff people. The foreman of Department 10, for example, will know his people as individuals, and can easily plot out the major cliques in his department.

He knows that the mechanics are one clique, the old-timers another, the operators of certain sections a third, and so on. He can further tell how they get along, who is considered highest on the social scale of the shop, who likes whom.

Top management can usually spot the major clique divisions.

In one chemical company, for example, the major clique consists of graduate chemists who will move up the line in management. Generally, the four major subdivisions of cliques will include:

1. Top management--the boys on mahogany row.
2. Supervisors--the white-collar bosses in the shop.
3. Technicians--accountants, engineers, and others whose work is primarily concerned with improving other people's effectiveness.
4. Workers--the clerks, typists, machine operators, laborers, salesmen.

Within each of these major subdivisions are cliques. Even in top brass there will be cliques. The girls in the secretarial pool from a particular school may be a worker clique, the engineers in the sales force, or the Harvard Business School men in executive row.

In looking for cliques, the key seems to be to identify common ties which people might have. These ties can be affection, pride, insecurity, hatred, or simple gregariousness. The resulting cliques will have similar forms. Usually they are about as strong as the emotion which caused the members to drift together into a clique in the first place. Sometimes direct questioning will elicit accurate answers about cliques.

People are especially aware of cliques above them in social status, or to which they aspire. They often deny the existence of their own, not because they want to hide its existence, but simply because they don't recognize it as one.

STUDY CLIQUE OPERATING TECHNIQUES

The most important operating technique from a business viewpoint is the clique's ability to control its members' actions, especially their productivity, creativity and cooperativeness. A worker, who does more work than the clique has arbitrarily decided is a safe or decent amount, risks ostracism. This control system can work to restrict output or upset the most soundly planned incentive system. It can also carry through to fabulous success any management plan

which fits in with the special goals the clique has set. It resists change with enormous effectiveness.

The weapons of control most often used are exclusion from social contact, failure to include in luncheon groups, small talk or help on the job.

The clique rations congeniality and warmth, and sometimes extends outside the plant into the community. Unless the offender has some hope of being included in a different and better clique, there is little chance of his swimming upstream against his own clique.

The supervisor who can identify the cliques and their control systems can go further and seek out the basis of clique standards of control.

The best leaders get the clique pulling for them. In fact, they become informal leaders of the clique as well as the formal leaders assigned by management. The most effective and productive teams are cliques that have aligned their own goals with those of the administration.

In such cases, the full power and ability of the group will be brought to bear, and the results will be unsurpassed anywhere.

Assigning good workers to a hostile clique or one with low standards can only result in spoiling the worker. On the other hand, putting a loafer with a hard-working group can often boost his performance up to the group standard through clique controls.

One key indicator of group operating methods is a special language. Often this is simply a new use of plain English. In other cases it involves development of special jargon, such as "gandy dancer" on the railroads. Often these words are functional words commonly used in the day-to-day technical aspects of the job. In others, they are simply profanity. Occasionally, they are inside jokes, or hints, and innuendoes.

The manager who is sensitive and observant will find that these things are open signs which a keen observer can interpret. With such indications of group sentiment, the manager can take steps to avert bad results, and encourage favorable ones, if he can interpret these signs as evidence of the modus operandi of the clique. In some cases he may be required to proceed regardless of group sentiment, but with forewarning of resistance.

In other cases, he can try a different approach, or even defer his action with a view to winning clique support for his plan.

WORKING THROUGH INFORMAL LEADERS

Every informal organization has its informal leaders. These leaders are not appointed by management, nor selected by plebiscite, and have no guaranteed tenure. They are the individuals who seem best to articulate the emotional state of the group, and are most sensitive to its sentiments. Once established they are entitled to lead the group in particular situations, policing backsliders, and setting an example for the rest.

It is here that the greatest opportunity exists for working through the clique. If the assigned leader, foreman, office manager, or executive can earn the support of the clique, he will become its leader, even though he has a singular role in the group and serves management first.

If he speaks the language of the clique, he holds a key to moving the group toward standards which are satisfactory to the company and at the same time pleasing to the clique.

By controlling the communication system, he exercises special powers over group behavior. In practice he can hold onto his informal leadership only so long as the group identifies him as being one of them. Once excluded because he has threatened the group's solidarity or made it feel inadequate, he will lose this control.

The group operates in such a way that a foreman may also be accepted by a worker clique, because cliques are loose groupings and a single individual may belong to several of them, even those with opposing interests--without such affiliations seeming inconsistent.

A person who is in good standing in several cliques is in a position to bring about teamwork, cooperation, and unity of effort.

The evidence seems to point to the organization man as the best manager for getting the clique to pull toward company goals. The non-conformist who wears a beard and Bermuda shorts to work can be productive only so long as the clique accepts this as normal behavior and him as one of the group. Tossed out of membership by the clique, the loner is likely to become so ineffective that he will be discharged for inefficiency, not merely because he fell out of step with the group.

Managers normally find that they need the cooperation of three or more cliques in order to function with any success.

They are obliged to get cooperation the informal organization way. Informal leadership as a method of managing then becomes skill in joining several cliques without seeming to be inconsistent to any of them. From inside, a leader can sway the group toward the company goals.

PLANNING FACILITIES

The physical facilities of the plant or office are important in managing the clique organization. Every desk, every chair, every office, telephone, rug, and tool used in the technical performance of work has a veneer of social significance in addition to its functional usage.

These serve to establish the social status of the persons to whom they are assigned. So do inequities in the assignment of office space, in tools and in differences in pay.

Being founded on sentiment, the clique cannot rise above the somewhat petty considerations of small differences in working conditions. It will buzz loudly at changes in desks, work layout, convenience, and facilities which the social scientists call status symbols. Complaints are not based on actual physical comfort or discomfort, but on the social effects of change on the group.

In one case, a group of draftsmen in a New Jersey company stopped work because new air conditioners were installed in their department. Baffled by this reaction, the chief engineer spent several hours chatting with a delegation, explaining how the pieces were chosen, who selected them, and explaining "why the draftsmen weren't consulted."

Consulting key cliques may be an important consideration in managing the clique; the careful detailed planning of facilities. Often it means that key cliques must be involved in this planning; or at best, the managers of the respective departments must be consulted on the possible ramifications of such change.

*Nation's Business. Reprinted by permission.

THE SOCIOGRAM

A more formal procedure in studying the makeup of the work group is through the use of sociometry, the measurement of relationships within the group. The usual procedure is to have each member of the group rank his choice of individuals on the basis of answers to such questions as: "With which employee would you like to work? Which employee do you like the most?" or, "With whom would you most like to spend your time?" On the basis of rankings a sociogram, showing the choices of individuals, is prepared.

The sociogram attached shows a work group of eighteen carpenters with each individual represented by a circle. Each member of the group was asked to nominate the three men with whom he would most like to work, and the total number of choices each individual obtained is shown in the circle. Individuals A, Q, and R are called isolates because they were not chosen by anyone (as indicated by the lack of arrows toward them). The star of the group is K who was chosen by eight different persons--five were one-way choices (as illustrated by the broken lines) and three were mutual choices (as illustrated by the solid lines).

While sociometry and sociograms have been used quite extensively in schools, their adoption by industry has been slow. Where they have been used, however, the results have been favorable. For example, Van Zelst found that a 5 percent saving in production costs was obtained by allowing carpenters and bricklayers to choose their teammates and by grouping the workers on the basis of the choices wherever possible, except that isolates were still assigned to groups. The value of the method if expressed by one of the workers as follows:

Seems as though everything flows a lot smoother. It makes you feel a lot more comfortable working. I don't waste any time bickering about who's going to do what and how. We just seem to go ahead and do it. The work's a lot more interesting, too, when you've got your buddy working with you. You certainly like it a lot better anyway.¹

¹ Raymond H. Van Zelst, "Sociometrically Selected Work Teams Increase Production," Personnel Psychology, Vol. 5, No. 3 (Autumn, 1952), pp. 175-185.

*Herbert Chruden and Arthur W. Sherman, Jr., Personnel Management. Second Edition. South-Western Publishing Company, Cincinnati, Ohio, 1963, pp. 376-377. Reproduced by special permission of the publishers.

Select two people you
would like to go on
vacation with.

Select two people you
would like to work with.

Select two people who,
in your opinion, pos-
sess a great deal of
technical knowledge.

Select two people
who have the poten-
tial to become
supervisors.

NAME

MOTIVATION

A CASE PROBLEM

THE PAJAMA FACTORY*

Some years ago, an experiment was conducted at the Harwood Manufacturing Company. The plant had about 500 women and 100 men engaged in manufacturing pajamas. The average age of the employees was 23 years, and the average education was 8 years of grammar school. Most of the employees were from the rural, mountainous areas surrounding the town and had no prior industrial experience. Because of its policies, the company had enjoyed good labor relations since the day that it commenced operations.

The experiment was designed to determine why employees often resist changes that are made in various aspects of their jobs. Management had determined that it was necessary to change work methods in order to reduce production costs and used this opportunity to study employee resistance to change.

One group of employees--the control group--went through the usual factory routine when their jobs were changed. The production department modified the job, and a new piece rate was set. A group meeting was then held in which the control group was told that the change was necessary because of competitive conditions and that a new piece rate had been set. The new piece rate was thoroughly explained by the time-study man, and questions were answered.

The experimental group was handled quite differently. In a group meeting that was held with all the employees to be affected by the change, the need for the change was presented as dramatically as possible by showing two identical garments produced in the factory; one was produced in 1946 and had sold for twice as much as the other one produced in 1947. The group was asked to identify the cheaper one and could not do it. The demonstration effectively showed the need for cost reduction. A general agreement was reached that a savings could be effected by removing the "frills" and "fancy" work from the garment without affecting the folders' opportunity to achieve a high efficiency rating. Management then presented a plan to set the new job and piece rate, as follows:

*Herbert J. Chruden and Arthur W. Sherman, Jr., "Motivation," Personnel Management. South-Western Publishing Company, Cincinnati, Ohio, 1963, pp. 314-315. Reproduced by special permission of the publishers.

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1. Make a check study of the job as it was being done.
 2. Eliminate all unnecessary work.
 3. Train several operators in the correct methods.
 4. Set the piece rate by time studies on these specially trained operators.
 5. Explain the new job and rate to all the operators.
 6. Train all operators in the new method so they can reach a high rate of production within a short time.

The group approved this plan and chose the operators to be specially trained. A submeeting with the chosen operators was held immediately following the meeting with the entire group. They displayed a cooperative and interested attitude and immediately presented many good suggestions. This attitude carried over into the working out of the details of the new job. When the new job and piece rates were set, the "special" operators referred to "our job," "our rate," etc. The "special" operators served to train the other operators on the new job.

The results for the two groups that worked under the same supervisor were quite different. The control group improved little beyond their earlier performance. Resistance developed almost immediately after the change occurred. Marked expressions of aggression against management occurred, such as conflict with the methods engineer, expression of hostility against the supervisor, deliberate restriction of production, and lack of cooperation with the supervisor. There were 17 percent "quits" in the first forty days. The experimental group, on the other hand, showed an unusually good relearning curve. At the end of 14 days, their group averaged 61 units per hour. During the 14 days, their attitude was cooperative and permissive. They worked well with the methods engineer, the training staff, and the supervisor. There were no "quits" in this group in the first 40 days.

- a. What effect did employee participation in determining work methods have on their job performance?
 - b. Why did the employees in the control group act differently from those in the experimental group toward their superiors?
 - c. Is it good business practice to have employee participation in work methods and other matters related to the job? Why?
 - d. Have you ever observed resistance to change in yourself? What were the conditions that brought about the resistance?
 - e. What attitude should the supervisor have toward employees who are resisting change? What can he do to help reduce the resistance?
-

HOW TO MAKE YOUR CONFERENCE MORE EFFECTIVE

The secret of conducting a successful conference lies in getting the members of the group to do most of the talking.

"Conferences" in which the leader himself or one or two members of the group do all the talking are usually lacking in snap and interest.

LET THE MEMBERS DO THE TALKING:

- Encourage group to work things out for themselves.
- Leader keep discussion centered on the problem.
- Leader asks questions that cannot be answered by "yes" or "no."
- If asked a question, throw it back to the group.

MAKE MEMBERS DEFEND THEIR POSITIONS:

- Members should back up statements by actual experience or facts.
- Do not accept unfounded opinions.
- Keep asking WHY.

WELCOME ARGUMENTS

- Encourage arguments on the problem, however, not TOO heated.
- Play one side and one opinion against the other.
- Comments must be kept impersonal.
- Keep on the topic.

ENCOURAGE EXPRESSION OF IDEAS:

- Keep discussion flowing.
- Keep one member from talking all the time.
- Let only one member talk at a time.

KEEP THE MEETING INFORMAL:

- Rule of courtesy should guide action.
- Arrange the chairs so that all members can see all other members.
- Avoid academic atmosphere.
- Watch ventilation.

REACH DEFINITE CONCLUSIONS:

- Keep discussion focused on each of the subjects listed.
- Not necessary that all agree but some should.
- Best thoughts of group should be available to all those in attendance.
- Stop the discussion at its height and start summarizing.
- Don't let discussion die out.

PRINCIPLES OF GROUP BEHAVIOR*

1. Successful group productivity depends on the ability of the members to exchange ideas freely and clearly and to feel involved in the decisions and the processes of the group.

2. A collection of capable individuals does not always produce a capable group. Mature adults often form an immature working group. When people get together, they assume a character and existence all their own, growing into a mature working group or becoming infantile in their handling of problems. A number of investigators are now studying this area of group pathology, identifying reasons why some groups fail to be creative and productive.

3. Groups may be helped to grow to maturity; they need not develop like Topsy. By using appropriate procedures, groups can become more productive, channel energies into effective work, and eliminate or replace internal conflicts that block group progress.

4. The ability of a group to function properly is not necessarily dependent upon the leader. No group can become fully productive until its members are willing to assume responsibility for the way the group acts. Any group can benefit from a skilled leader, but to get creative group thinking, group decisions, and group action, research evidence indicates that many different roles are required. The effective leader must realize (and help the members to realize) that contributing to the total task of leadership is a responsibility of each member.

*Gordon L. Lippitt and Edith W. Seashore, "A Leader Looks at Group Effectiveness," Looking Into Leadership, Executive Library, Leadership Resources, Inc., Washington, D. C., 1966. Reproduction permission granted by the authors and the publisher.

STEPS IN CONDUCTING A CONFERENCE

1. Open the meeting--prepare the group.
 - A. Make introductory remarks--put group at ease, cordial greeting, appropriate story, etc.
 - B. State the purpose of the meeting--objectives to be attained.
 - C. Explain the procedure to be followed.
2. Select or present the topic to be discussed.
 - A. State clearly.
 - B. Define terms, if necessary.
 - C. Limit the topic or scope of discussion.
 - D. Use an example, case, illustration, or demonstration, as necessary, in presenting the topic.
3. Conduct the discussion--gather information through group participation.
 - A. Encourage participation, pooling of ideas, mutual exchange of experiences.
 - B. Keep control of meeting--prevent anyone from monopolizing the discussion.
 - C. Get group evaluation of the information and ideas presented.
 - D. Frequently analyze and summarize the progress.
4. Summarize the discussion and/or draw conclusions.
 - A. Indicate the highlights of the meeting.
 - B. Summarize the expressed ideas, opinions, experiences and suggestions.
 - C. Arrive at conclusions or solutions--what the meeting accomplished.
 - D. Decide on a plan of action and follow-up.

PHILOSOPHIES ON INDIVIDUAL BEHAVIOR

1. A person can only behave in terms of what to him, seems to be so; not according to the "facts."
2. What seems to be so, exists and can, therefore, be dealt with in the present.
3. Much of a person's behavior is a result of his conception of himself.
4. Everyone has a basic drive toward competence and personal fulfillment.
5. Although a person strives toward competence, this striving can be stifled when he is threatened rather than challenged.

PRINCIPLES DEALING WITH GROUPS

1. All group experience contains within it the elements of two kinds of problem-solving (a) those which arise out of the efforts of individuals trying to work together as members of a group; (b) those directed toward accomplishing the goals of the group.
2. Organization and planning contribute to productive group activity only when it clearly specifies goals, outlines goal appropriate behaviors and states the outcome of an acceptable performance.
3. Anxiety over interpersonal conflicts takes priority over and interferes with progress toward accomplishing goals.
4. The experiences and demands of the work group represent but a fraction of the person's involvements and interests in living.
5. The most effective social organization of effort in a work group will vary from task to task and should be determined by careful consideration of the requirements of the task and the state of affairs in the group.

GUIDELINES FOR EFFECTIVE GROUP BEHAVIOR

AN EFFECTIVE GROUP . . .

1. Has a clear understanding of its purposes and goals.
2. Is flexible in selecting its procedures as it works toward its goals.
3. Has achieved a high degree of communication and understanding among its members. Communication of personal feelings and attitudes, as well as ideas, occur in a direct and open fashion because they are considered important to the work of the group.
4. Is able to initiate and carry on effective decision making, carefully considering minority viewpoints, and securing the commitment of all members to important decisions.
5. Achieves an appropriate balance between "group productivity" and the satisfaction of "individual needs."
6. Provides for sharing of leadership responsibilities by group members--so that all members are concerned about contributing ideas, elaborating and clarifying the ideas of others, giving opinions, testing the feasibility of potential decisions, and in other ways helping the group to work on its task and maintain itself as an effective working unit.
7. Has a high degree of cohesiveness (attractiveness for the members) but not to the point of stifling individual freedom.
8. Makes intelligent use of the differing abilities of its members.
9. Is not dominated by its leader or by any of its members.
10. Can be objective about reviewing its own processes. It can face its problems and adjust to needed modifications in its operation.
11. Maintains a balance between emotional and rational behavior, channeling emotionality into productive group effort.

ORGANIZATIONAL INTEGRATION AND CHANGE

From The Dark Tower

Ernest Pawel¹

A committee is not just a group of men. A group of men, once they constitute a committee, form a mythical, mystic, mysterious, inaccessible entity whose decisions have the same force and effect as an Act of God and are equally beyond appeal. Once the salary committee turns down the raise--which it does nine times out of ten because it is subject to certain budgetary restrictions imposed by the Committee on Operational Expenses--the victim at the bottom of the ladder has no recourse other than to bust a gut. There is no one to get mad at, to argue with, to rail against; for the man who hands him this machine-tooled piece of decision is quite ready to weep with and for him, in a display of sympathetic commiseration that may even be sincere. . .

The principle applies whether two dollars or two million dollars are involved. Major decisions on the policy-making level--investments, expansion, personnel changes, real-estate operations and the like--are all arrived at in pretty much the same fashion. By committee. If they pan out, all is well; and if they fail, all is still well. The resources are practically unlimited, and responsibility remains anonymous.

¹ From The Dark Tower (New York: The Macmillan Company, 1957), p. 68. Copyright, 1957, by The Macmillan Company.

UNIT VIII
COMMUNICATIONS

UNIT VIII
"COMMUNICATION"

Educational Objective

To study and analyze various factors in communications which affect the efficiency of the supervisor.

Notes to Instructor

This is such a large topic area, it will be necessary that you determine what is most needed by those enrolled. The activity on oral communications is generally enjoyed by the class, as well as dramatically illustrating a point.

Review Unit VII

Discuss assigned readings

A definition: Process of passing information and understanding from one person to another.

In what ways do you presently communicate to your employees?

You can Be a Better Leader

1. Communication

The efficiency and morale of all of the personnel from top management to the lowest levels within an organization depend upon the effectiveness of communications.

It is of primary importance that the employee understand his job duties and the manner in which they are to be accomplished.

The communication process is continuously in action conveying information, ideas, attitudes, and feelings among individuals and among groups of individuals.

In the past management has frequently measured the effectiveness of its communications only in terms of how well it was telling its own story. More recently, however, there has been an increasing recognition of the importance of learning the employee's story and how he thinks and feels. This view of communication, commonly called "two way" communication is the only approach to the development of mutual understanding between management and employees. Without understanding, there is no communication.

2. The Communication Process

Supervisors must necessarily possess skill in passing on information and understanding if they are to be successful in directing the efforts of their subordinates.

Supervisors who desire to become skilled in communication must give close attention not only to what a person says but to the attitudes and feelings that accompany the person's words. He should also make every attempt to understand his own attitudes and feelings, as well, because these constitute the frame of reference from which he makes his interpretations of what the subordinate is trying to tell him.

Class Activity on Oral Communications

Use whatever time seems appropriate on written communications. Information concerning letter writing and word usage is enclosed.

3. Avenues of Understanding

Speaking

Writing

Listening

Try to bring out the limiting factors faced by the enrollees in their effort to communicate.	4. Written Communication Job Descriptions and Procedural Manuals Handbooks 5. Downward Communications Part of management's failure has been that it has not prepared for effective communication. It has failed to lay a good foundation, without which its communication "house" has been built upon sand. Some prerequisites Get informed Develop a positive communication attitude Plan for communication Gain the confidence of others Limitations Some information is confidential Proper timing Overcommunication
Discuss their system of upward communications Does it work? If so, why?	6. Upward Communications If communication is broken by a poor upward flow, management loses touch with employee needs and lacks sufficient information to make sound decisions. Improving Upward Communications A person shall keep his direct supervisor informed on the following areas:
What is it intended to accomplish?	

Discuss, in detail
the barriers supervisors
face in communications.

Any matters in which his supervisor
may be held accountable by those
senior to him.

Any matters in disagreement or
likely to cause controversy within
or between any departments of the
organization.

Matters requiring advice by the
supervisor or his coordination
with other persons or units.

Any matters involving recommenda-
tions for changes in or variance
from established policies.

Any other matter which will enable
higher management to improve
economic and social performance.

Open-Door Policy

Participation in Social Groups

Encouragement of Employee Letters

7. Barriers to Communication

In a survey of over 750 Company
members, the National Industrial
Conference Board asked, "What are
the barriers to communication
within a company?" The barriers
cited fell into three major groups.

Barriers arising from the fact
that individuals differ, these
are barriers that a company
inherits because they are
common to society.

Barriers arising from the
company's psychological
climate which tend to stultify
communication.

What techniques do the class members presently use to communicate with the employee's family?

Possible techniques:

Anniversary cards

Birthday greetings

Departmental picnics

Barriers that are largely mechanical in the sense that they stem from lack of proper facilities or means of communication.

Those individuals at the top of the organizational ladder can have considerable influence on a company's psychological climate. Their attitudes toward people, especially subordinates, the roles in the organization that they perceive for themselves, and their ability to be sensitive to the needs of others are major influences upon the total organization.

The wise supervisor plans his schedule so that he will have time for listening, and creates a relationship that will enable an employee to talk with him without feeling threatened.

Supervisors are often judged not so much by what they really are but by the perceptions that employees have of them.

8. Communicating with Employees' Families

Since most regular employer media, such as bulletin boards, are not available to families, management has developed special approaches to integrate families into the communication system. An employee usually cooperates in this matter, because he, too, wants his family to know about his work.

9. The Communication system

It is clear that an organization's communication system is so affected by intangible human factors that

Case Studies

it can never be perfect. There is no quick way to achieve effective communication. All that any organization or any person can do is to start at the beginning and laboriously improve.

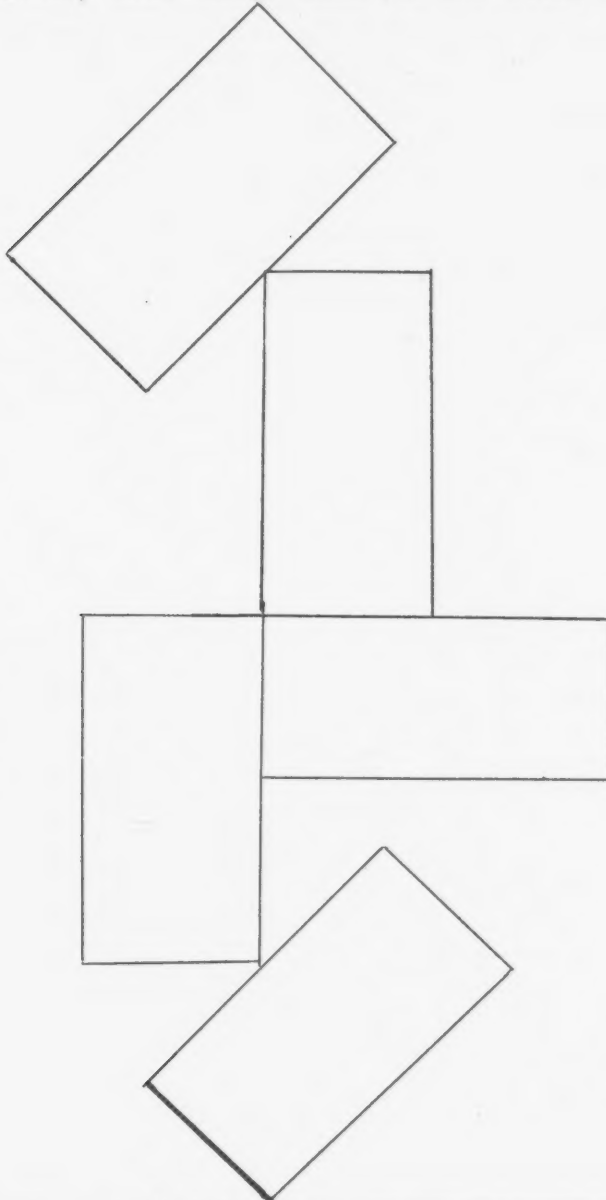
It is the responsibility of managers and supervisors to set the stage for all communication by nurturing the formal channels rather than to follow the lines of least resistance and maintain communication with only those persons with whom they find it easy to communicate.

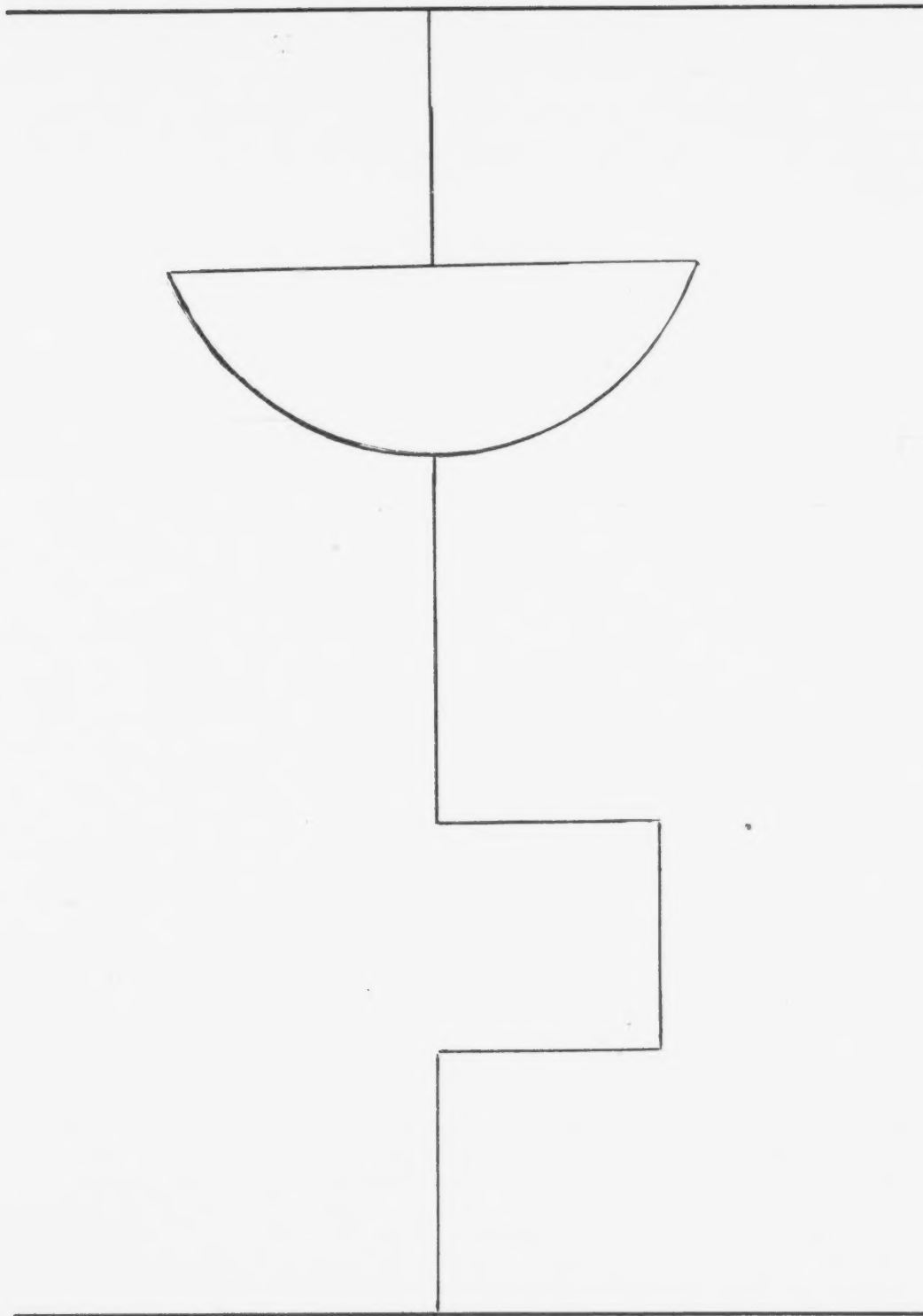
Communication - A Case Problem -
Susan

Communication - A Case Problem -
Facts and Inferences

CLASS ACTIVITIES ON ORAL COMMUNICATIONS

How to use it: Select one member of the class to orally explain the diagram below. All other members of the class are to draw exactly what they hear him say. This activity supports the theory that we do not necessarily visualize in our mind's eye everything that is being said to us. It also supports the need to show graphically, when possible, those things which you are trying to communicate.





ABOUT WRITING LETTERS

We are so busy tending our time-saving devices that we can find little time for anything else. We are so snowed under by the news and views of other people that we find little chance to express our own ideas.

This is an invitation to escape for a while from subjection to things and people, and to pass around some ideas of your own. Writing letters is fun, it is useful, it is easy.

Every letter cannot be a masterpiece worthy of being put into a printed book, but every letter can be, at the very least, a good journeyman job suited to its purpose. Its only purpose is to meet the needs of the reader.

People who write letters do not aspire to the fame reserved almost wholly in these days for writers of fiction. But writers of letters convey more thoughts to more people in a week than the fiction writers do in a year. They move more people to action. They give more people pleasure. They conduct the nation's business. For them there is no Governor General's medal or Canada Council grant. They do have, however, the sense of service and the tonic of self-expression.

A well written letter does not attract notice to itself. It has three points of focus: the writer, the message, and the reader. All you need is to have something to say, to know to whom you are going to say it, and then to write in such a way as to tell your story in a pleasing manner. This applies to both private and business letters.

Many people who think with regret of their lack of skill in talking well find relief through writing letters. Samuel Johnson said: "No man is more foolish than Goldsmith when he has not a pen in his hand, or more wise when he has." Napoleon was uncouth as a speaker, but became master of a quick, strong and lucid style which placed him among the great letter writers.

Family Letters

To inform is only a minor function of the letter to a member of the family. Here is a free and easy chat that can go a long way toward holding families together in these days of early and wide dispersion. There is not in the wide world a thing so sweet as a letter with family feeling in it. It adds to pleasure and divides sorrow.

The letter between members of a family tells about commonplace things. It mentions the events of the day, the pastimes enjoyed, and what new people have been met. It is somewhat like coffee-party talk, full of trifling stories.

But it has substance too. As Helen said to Menelaus: "Tell me about your adventures on the voyage from Troy. I gain nothing by knowing it, but because you are dear to me I want to share in all you have experienced."

Business Letters

As to business letters: writing is part of your job, so why not make it a pleasant job?

Your work offers as much chance to be original, to persuade, and to apply logic, as any form of writing.

Business writing must be designed to perform a service. It must have something to say that matters. It has an instant impact; it involves both you and your reader. It has no room for airy frills.

William H. Butterfield, fruitful author of business textbooks, says in the latest edition of *Common Sense in Letter Writing* Prentice-Hall Inc., (1963) that there are seven steps to take: (1) get all the facts; (2) say what you mean; (3) don't take half a day saying it; (4) write courteously; (5) focus your message on the reader; (6) make your message sound friendly and human; (7) remember the "tact" in "contact."

Written with these points in mind, your letter may be received as a stroke of genius, which is pleasing. But you will know that it is the product of thought and work.

So, know what you are writing about; don't depend upon starting out "Dear Sir" in the hope that the greeting will inspire you. Your reader's trust in what you say will be won only when you make it evident that you know your subject.

"Most correspondents," said Lord Chesterfield, "like most every learned man, suppose that one knows more than one does, and therefore don't tell one half what they could, so one never knows so much as one should."

Ideally, a business letter takes nothing for granted, but is written so as to be clear to any reader. It is written to accomplish a definite purpose, to explain something, or to get from its reader a definite kind of action.

No business letter should give the idea that it was written down to the twelve-year-old mental level. Give your reader the civility of treating him as if he were a cut above average.

The great merit in business writing is to be clear, and this includes using language that fits the purpose. Recall as a warning the wrath of a Queen when her prime minister addressed her "as if she were at a public meeting."

If you think a letter you have dictated is stodgy or not clear, call in your secretary and read it aloud to her. Does it flow freely? Has it the right tone for your reader and your purpose? Does it cover the points you wish to make without excess words?

You must concentrate on getting your facts, but if your mind hits upon a good "angle" while you are scanning a sheaf of statistics, make a note of it quickly. It will likely illuminate what you have to write about the figures.

There is no reason why a touch of grace should not show itself in business letters. Some of the most potent letters are those that do not have to be written at all. They are "thank you" notes, words of praise for a job well done, good wishes on business and private anniversaries, and on fete days. Some firms, knowing the virtue in letters, have told their people to look for a timely excuse to write, even when there is no routine business object to be served.

About the layout of letters this Monthly Letter has nothing to say, because many people have written whole books on the topic and layout is a personal choice. Most eye appeal in letters should consist of refinements which add interest and emphasis, without sacrificing the sense of the letter or trading the quiet conversational tone for the loud speaker.

Getting Started

The first step in both business and private letters is to catch the attention of your reader. Shakespeare's usual plan in his dramas is to begin with a short scene that is either full of life and stir or lays hold of the audience in some other way. Then, having secured a hearing, the proceeds to talk at a lower pitch, with little action but giving much information. Julius Caesar opens with a crowd in turmoil; when this has had its effect in winning the eyes and ears of the audience, there follow quiet speeches in which the cause of the uproar is disclosed.

Madame De Sevigne, famous for her letters in the seventeenth century, started one like this: "I am going to tell you a thing the most astonishing, the most surprising, the most marvellous" . . . and so on for fourteen more rousing words.

Where are you to get ideas, either for the opening or to go on with? Seize a piece of paper and scribble down a list of topics you think might be of interest. A dozen will come to your mind without much trouble.

When Telemachus, son of Ulysses and Penelope, feared to address people at a meeting, the goddess Athene said: "Thou shalt think of something thyself, and something the gods will put into thy mouth." Homer gathered up the oral verses of the Greek poets and made of them the beauty of the Odyssey; but when he put them into his words they became his own.

If you don't know what to write next, shift your viewpoint. A photographer finds that moving only a pace this way or that changes the picture in his view-finder. Try a little original thinking, too. That is what makes letter-writing an art. It grafts new limbs on to an old trunk.

Don't despise smallness. The extras in a movie are not really vital to the plot, but they are very much needed to impart the feeling of reality, like the small talk in letters.

While a business letter should be so shaped as to deal with matters in order, the friendship letter should wander, like friendly talk, from one idea of interest to another. It should be sincere, feeling both the tears at the heart of things and the laughter at the surface.

It can be said bluntly that writing a letter will be a boring chore if it is kept on the childhood level of telling an absent papa about a visit to the circus with Uncle Bill. And think how tiresome it will be so to the reader.

Link what you say to the cheerful things of life, and leave out the doleful telling of your ills. Let some sunshine into your letters. If you write too often about your trials and troubles you will give your reader the notion that you enjoy them, or at least that you enjoy them for the pleasure they give you to tell about them.

Writing Deserves Care

"What about style?" someone may ask. There is no need to worry about forming a style if you think of your reader, have a topic of interest to him, express your thoughts clearly, and show good taste.

This does not mean that you can be careless. It is unjust to him to suppose that the person to whom you are writing does not want the best you can give him. Your success depends a lot upon the stitching. One reaches back into history and forward into imagination; one chooses what fragments and colours are to be used; then the way they are sewn together is important.

Write plainly and vigorously, with plenty of active verbs. Express yourself so clearly as to give your reader the least excuse for being confused. He may not agree with what you have to say, but at least make it clear what you are saying.

Try to express rather than to impress. There is a leaning today toward the ornate, but that is not any more in the interest of communication than was the work of the monks who adorned the letters of their manuscripts with such a riot of ornament that it was toilsome to read the pages.

If you receive a reply to your letter which is obscure, take a look at what you wrote. You may not have expressed your meaning well. The best writers are sometimes caught out. Napoleon wrote to one of his staff: "I have received your letter. I don't understand a word of it. I can't have explained myself clearly."

One bounden duty of the letter writer is to rub out flat, stale, and hard-to-comprehend sentences. You will find that the more in earnest you are in trying to explain something the simpler will be your language. It is the "anything will do so long as I get it off my desk" sort of man who is hard to read.

There is a bonus value here. The more clearly you write, the more surely you will understand. Haven't you paused at times to think how much clearer the sentence you have just written has made the subject in your own mind?

Letters Are Words

Someone quotes the Chinese as saying "A picture is worth a thousand words." But in a thousand words you could include the Lord's Prayer, the Sermon on the Mount, the Hippocratic Oath, a sonnet by Shakespeare, and the Magna Charta--and no picture on earth can take the place of these.

In private correspondence we use good talking words, but whether business or private our letters must be made up of words which convey to the reader what is in our minds.

Saucy and audacious language unfit for the business office may be just the thing to lighten the day for a friend, while words weighty with the massive thoughts of business would add nothing to family fellowship.

When dealing with a serious subject, keep in mind that words are, after all, only nearly-correct ways of saying what we think, and try to use the best word, not its second cousin who is better known to you. A book of synonyms will help in this choice.

You do not need to have a big stock of tall opaque words, each having a great number of syllables. French share with English the most elaborate compound: in-com-pre-hen-s-ib-il-it-y, with its root "hen" and its eight prefixes and suffixes--and it describes and illustrates what we must not have in our letters.

Milton's Paradise Lost, with 100,000 words in it has only eight per cent with more than two syllables; Coleridge's "Ancient Mariner," with 3,000 words, has only sixty with more than two syllables, and John McCrae wrote the imperishable "In Flanders Fields" without a single word of more than two syllables. This Monthly Letter, with about 3,400 words, has only 186 with more than two syllables; twenty of these are proper names and thirteen are in quotations.

About Being Brief

A belief common in our age is that anything can be improved by cutting, and that the shorter a letter is the better. This does not stand scrutiny. A condensed style such as some magazines use is far more difficult to follow intelligently than is the more relaxed style of newspapers.

Many short-cuts are self-defeating. They waste the reader's time. The only honest way to write shortly in letters is to choose words that are strong and sure-footed so as to carry the reader on his way toward comprehension.

Being brief does not mean being like a miser writing a telegram. To chop things down merely for the sake of shortness reminds us of the dreadful deeds of Procrustes. He was a bandit who tied his victims on a bed. If their length was greater than that of the bed, he cut short their limbs. It is, most of the time, more important to be courteous and clear, even if it takes more words, than to be brief.

When you are writing a business letter you can give it onward movement and pressure and make its purpose plain by leaving out all that has not a bearing on your subject.

Condensation must be done with intelligence and sensitivity. Some things deserve to be written at length because of their worth as literature. Someone who is a slave to brevity at any cost may tell the story of a leading exploit at the siege of Troy in ten words "Achilles chased Hector three times around the walls of Troy." But for this he would sacrifice the exciting Book XXII of the Iliad.

Other things demand to be written about at length so that an obscure subject may be made plain. Still others need length to fulfill their purpose: if you wish to describe every room in your new house it is the number of rooms that sets the length of your letter.

Keep in mind that most business letters are written to tell a reader something he wants to know, but not everything about the subject. A visitor to the Swiss pavilion at Expo asked an attendant the time, and was told how a watch is made.

When you finish a letter, stop. You are not a novelist, who must round things off in the last chapter, disposing of his characters neatly. Don't strive for a tuneful hearts and flowers closing. It will only put a hurdle between the real end of your message and your name.

The Reader's Interest

Write about what interests your reader. Think what the human emotions are, and try to pluck their strings. When you learn to do it with ease and grace you will be a good letter writer.

Ask some questions which will give your correspondent a starting point for his next letter to you. Express a challenging thought, or respond to one expressed by your correspondent. When telling about an event, describe it as the person to whom you are writing would have seen it from your vantage point.

Lighten what you write with the torch of imagination. You may be telling about a single event, but you can draw its images from your total life experiences. How sawdusty we seem when we write about events in often used phrases instead of with freshness and a touch of the whimsical.

Light and shade are needed in any composition. The sculptor produces them by the nature of the relief. The painter has to create them by his choice of colour. The musician ranges from pianissimo to fortissimo in many melodious variations. The writer of letters selects his words so as to chisel, paint, and compose by their contrast of strength and softness.

Quite important in the outcome is urbanity. The dictionaries say this is "the quality of refinement, politeness, affability, civility, and good breeding." Subject your vehemence to revision.

Be calm, courteous and correct. Some letters are painful to answer because they tend to rouse your ire, and to show temper in a letter is a fatal flaw. Have in mind the picture of the correct eighteenth-century gentleman. He never failed in a measured politeness, partly because it was due in propriety toward others, and partly because from his own dignity it was due most obviously to himself.

Trying too Hard

Preoccupation with clever literary ideas is an obstacle to success in letter writing. Don't be ashamed of your blots: the reader is not going to approach your letter with a magnifying glass.

One business man went to the length of making an error deliberately, so he could change it with his pen, thus making his letter personal beyond all doubt.

When you refrain from fussiness, that does not mean being heedless about things that matter, but merely not stewing over trifles, like pacing your office while seeking the perfect--the only perfect--word. In a story by Albert Camus there is a man writing a book for thirty years, and he never gets past polishing the first beautiful paragraph.

You are not writing a scholarly treatise. You may include a half dozen howlers and no one will spank your wrist. The thing is: does your letter interest your reader and tell him what he wants to know and what you wish to tell? Too much fine burnishing will blur the outline. If you can write things in such a way that your reader believes that is just the way he would have said them himself, you have won a crown as a writer.

When to Write

It is common practice in business to write at once when the occasion arises, but we are less careful in private correspondence. Many good letters go unwritten because of lack of the sinewy go-to-it spirit that would have written them.

This is a pity, because family and friendly letters are of so great importance. You don't have to wait for something thrilling to happen. How seldom does excitement visit the woman in her kitchen or the man in his garden! You need only the discernment to say to yourself: "So-and-so would enjoy hearing about that" . . . and then sit down and write it. Banish from mind that hoary excuse: "waiting

for inspiration." It is a confession of lack of imagination, of interest, and of gumption.

Since we are denied as long lives as we should like, let us leave something to bear witness that at least we have lived.

There should be a whiff of leisure in a letter to a friend. Lay the hour-glass on its side, so that the sands cease to flow.

The writing of a letter to a friend in this spirit is a helpful emotional experience for you. We are social beings, and we feel better when we communicate our thoughts to others. That is likely the secret behind Shakespeare's sonnets. He maintains that the thought of his friend reconciled him to life, but writing the sonnets was probably more effective for this purpose than was the friend himself.

Writing a letter is a way to stretch your mind. It makes things clear and reveals new angles; it tosses your thoughts about, and marshals them in an orderly way. To write to a friend about what you have read refreshes your knowledge, and impresses your mind by putting the discovered tidbit into your own words.

People are being shocked into wakefulness everyday by the mass media. Advertisers are grabbing them by the lapel and shouting sales talk into their ears. World unrest is twisting their wrists with threats of war and inflation.

In the midst of all this, a little calm is welcome. A pleasantly gossipy letter from a friend suggests peace of mind, and we need not be ashamed to enjoy it or to shrink from writing one like it.

Upon sitting down to write, think this: "I am going to write such a letter as I would wish to receive." Then lay your thoughts beside your paper, and copy them.

Taken from:

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COMMUNICATION

A CASE PROBLEM

SUSAN

It would soon be time for the annual award banquet held for employees of the Eastern Affiliated Insurance Company, and plans were being made for the gala event. Those employees with five years or more of service were scheduled to receive pins. Susan Hendershot, an employee with 35 years of service, was to be the guest of honor and was to sit at the head table with the president and other company officials. Public relations had sent out news releases, banquet programs were being printed, and the word was being spread throughout the community and the company that Susan with her 35 years of service was the pride of Eastern.

Three days before the award dinner, the personnel manager and the executive vice-president were going over some problem areas in the company. They came to the conclusion that Susan had too many old-fashioned ideas that did not fit in with company policy and that the department of which she was manager was being operated in a manner that was not consistent with other departments. They decided to call Susan in that day and talk over these matters with her. The longer they talked with Susan the more disagreeable she became until finally she stormed out of the room with the exclamation that she would see what could be done to improve her department operations but that she was not going to attend the award banquet.

- a. What are the implications of this situation in terms of good communication and management?
- b. How would you handle the problem?

Taken from: Chruden-Sherman, "Motivation," Personnel Management. 1963. p. 340.

COMMUNICATION

A CASE PROBLEM

FACTS AND INFERENCES

Instructions

Read the following story and take for granted that everything it says is true. Read carefully because, in spots, the story is deliberately vague. Don't try to memorize it since you can look back at it at any stage.

Then read the numbered statements about the story and decide whether you consider each one true, false, or questionable. Circling the "T" means that you feel sure the statement is definitely true. Circling the "F" means you are sure it is definitely false. Circling the "?" means you cannot tell whether it is true or false. If you feel doubtful about any part of a statement, circle the question mark.

Take the statements in turn, and do not go back later to change any of your answers. Do not reread any of the statements after you have answered them. Such altering or rereading will distort the test.

The Story

John Phillips, the research director of a midwestern food products firm, ordered a crash program of development on a new process. He gave three of his executives authority to spend up to \$50,000 each without consulting him. He sent one of his best men, Harris, to the firm's West Coast plant with orders to work on the new process independently. Within one week Harris produced a highly promising approach to the problem.

Statements About the Story

1. Phillips sent one of his best men to the West Coast
plant T F ?
2. Phillips overestimated Harris' competence T F ?
3. Harris failed to produce anything new T F ?

-
4. Harris lacked authority to spend money without consulting Phillips T F ?
 5. Only three of Phillips' executives had authority to spend money without consulting him T F ?
 6. The research director sent one of his best men to the firm's West Coast plant T F ?
 7. Three men were given authority to spend up to \$50,000 each without consulting Phillips T F ?
 8. Phillips had a high opinion of Harris T F ?
 9. Only four people are referred to in the story . . . T F ?
 10. Phillips was research director of a food products firm T F ?
 11. While Phillips gave authority to three of his best men to spend up to \$50,000 each, the story does not make clear whether Harris was one of these men . . T F ?

Discussion Questions

- a. Why is it important to distinguish between facts and inferences?
- b. In what ways can the executive use his knowledge about facts and inferences in communications with subordinates?

Taken from: Chruden-Sherman, "Motivation," Personnel Management. 1963. pp. 341.

EVEN THEIR BEST WORKERS WON'T TELL THEM

by Milton J. Wiksell and Carl Weaver

This article concerns itself with the communicative behavior of foremen as perceived by workers. Inasmuch as employees may be fearful of exposing their foremen and their companies, unsigned reactions were requested from various union members in their educational classes. Over 200 checked the statements in the survey.

Some general observations should be made at the outset. The respondents chosen worked for a sizable number of foremen in some of our industries of national economic significance in scattered areas of Michigan, Wisconsin and New York. It was at once obvious in looking over the questionnaires that many of the workers were dissatisfied with their jobs because of poor communications. On the other hand there were a number of workers who expressed satisfaction with their foremen's communications and were pleased with their firms' interest in and emphasis on good communications. It is, of course, a recognized fact that other factors besides communications affect workers' impressions. But we are primarily concerned with the communicative aspects.

UNDERCOMMUNICATION PREVAILS

Perhaps the most important discovery in this entire project is the extent to which "undercommunication" prevails. For it was found that a majority of workers (53%) checked the statement, "We get most of our information through the grapevine." Also, only 18% felt that their foremen had fully explained to them company operations and policies. We need not dwell here on the significance of these findings when we realize that information can be distorted very easily as it travels down the line. If workers do not have knowledge of company policies, communications breakdowns can occur with increased frequency.

So far as interpersonal communications are concerned, only a third of the workers believed that their foremen gave them a chance to explain their own ideas or to give reasons for believing as they do. It must also be of concern to management to note that one-third felt that their foremen were likely to explode if workers began talking on topics which touched a sore spot. It is easy to suspect, then, that some foremen actually encourage their workers to go elsewhere for assistance, for example, to a union steward, who would know less about the matter.

In general, foremen did not rate very well in another essential communicative factor. Only one in eight reported that his foreman was likely to welcome suggestions. Instead, workers reported that they could be certain that some form of chastisement would occur. Just nine percent felt that their foremen used various ways of communicating ideas, when it is generally known that leaders must communicate differently with individuals. It is little wonder that workers (33%) expressed dissatisfaction with the way communications were handled.

As was indicated earlier, many foremen must be credited with good communications and we must stress this point as well. For example, about 25 percent of the workers believed that their foremen tried to see their points of view, that they tried to accept suggestions for further consideration, and that they would even entertain opposing ideas under certain circumstances.

A number of foremen apparently have some of the qualities of a good listener, too. Though in the minority, 38 percent of the workers indicated that their foremen seemed to listen intently to the entire story, and the telephone or people were not allowed to interrupt the conversation. As a result, these workers felt at ease and unafraid in their conversation and spoke more rationally and calmly. Better decisions on both sides (they felt) were forthcoming.

But a fair-sized percentage (33%) of the replies indicate that other foremen have the serious habit of monopolizing the conversation instead of listening at times. There were 24 percent who felt that constant interruptions by the foreman were difficult hurdles as they tried to solve problems. According to 33 percent, no listening occurred whatsoever and brush-offs occurred. There was the feeling that the foreman's mind was set and that conversation would be useless.

NONSUPPORTIVE ATTITUDE

Of equal interest to management is the nonsupportive attitude observed by 24 percent of the workers who felt that their foremen, instead of listening to them, were only spending their listening time thinking up arguments instead of working with the employee in reaching a solution. Some 16 percent of the workers went so far as to indicate that their foremen seemed deliberately to misunderstand as they listened.

Except for talking loudly enough to be heard, which is an important aspect in communication, many foremen appear to have various inadequacies in speech. This is particularly true when we think of what and how a thing is said or handled.

With regard to ethics, which we know relates in brief to the speaker's fairness in presenting materials, the revelation of the sources of his information, and the careful preparation of his thoughts, only a fourth of the workers placed a check mark to indicate a job well done by their foremen. Here we find a weak spot, for doubt instead of belief is likely to prevail when materials aren't handled objectively.

VAGUE EXPLANATIONS

In a somewhat similar vein, a significantly higher proportion (44%) felt that their foremen's explanations were too vague, confusing, and contradictory in nature. An unusually high percentage of foremen were noticeably inefficient in advising their men what approaches to take in certain instances. For example, 80 percent of the workers had the feeling that their foremen would far rather discharge them than to give them constructive suggestions.

Another oversight by many foremen: there were but 13 percent of the workers who reported every receiving any praise for work well done. About the same percentage indicated experiencing conversations in which veiled threats or other unnecessary and derogatory remarks about other workers were heard. Just five percent of those checking the survey liked the way their meetings were handled, claiming that the speaking done by foremen was, as in the case of many interviews, not the kind which inspire men to work harder.

What might we expect in areas where poor communications exist? As we might suspect, 41 percent of the workers do not tell ineffective foremen their whole story, and 38 percent choose this course because they distrust the motives and reactions of their foremen. This means that a number of industries' foremen are not getting an accurate picture of existing conditions before their decisions are made. There is no question but that this leads to inferior decision making, affecting thereby the progress of the industry.

Profit in industry suffers where poor communications exist. For it was learned that about 25 percent of the workers indicated that where poor communications occur, interest sags in doing jobs well and that a slack-off is natural in their production. It is difficult to imagine how industries can afford any such acts by workers in this day and age of increased competition, high wages, and mounting expenses.

COMMUNICATION THERAPY

There is no question in the minds of the authors that workers feel the need for better supervision in many areas. Hence, it was not

surprising to find a significantly high percentage (79%) requesting courses and workshops to help the foremen improve human relations. Homer Rosenberger, of the U. S. Bureau of Roads, offers an interesting definition of it. He says: "What is human relations? It consists of our dealings with people, especially other employees, the words we use, our tone of voice, and what we say by our silence, our gestures, and our facial expressions....In motivating employees, in dealing with different types of workers, in commending, instructing, and reprimanding, the supervisor is right in the midst of human relations."

Perhaps we may conclude that handling people is not an easy job. It takes years of experience and training, counseling, management techniques, and public speaking.

Where can such training be obtained? Usually, management can find it through seeking out competent staff members in our universities. And, we might add that, financial assistance motivates men to train themselves to do a better job.

WORDS ARE DOLLARS -

DON'T WRITE LIKE "CHARLES CLICHE" OR "SIMON STUFFED - SHIRT"

Word wasting in business correspondence is expensive. Needless language consumes time in dictating and transcribing a letter; it also consumes paper and typewriter ribbon. Even more costly, in terms of negative results, is the effect of useless words on a reader. They waste his time, lose his attention, and often irritate him.

The worst offenders in squandering words are "Charlie Cliche" and "Simon Stuffed-Shirt." Unfortunately, these inept correspondents have thousands of prototypes who dictate letters each day. Here are some of the examples of the methods they use to clutter even the simplest statements with needless words.

The Push-Button System of "Charlie Cliche"

To say "Thank you for your letter" (5 words), choose one expression from each of the following groups and combine your four selections in sequence. The result: a clumsy, hackneyed statement of at least 14 words.

(In acknowledgment of (your valued communication, (wish to advise
(same is greatly appreciated. that

(With reference to (yours of recent date, (am pleased to state that
(our thanks are duly expressed.

(In connection with (your esteemed favor, (please be advised that
(you have our thanks for same.

The Word-Wasting Technique of "Simon Stuffed-Shirt"

With practice, simple words and phrases can be rewritten in stilted language that contains at least twice as many words. The result: a style that buries ideas within a mass of needless verbiage. In the following illustrations, compare the sentences in capital letters with those appearing below them.

PLEASE
It will be appreciated if you will

NOW
At the present writing

CONSIDER
Kindly give due consideration to

IS THE TIME
the situation is such as to
merit the conclusion

WHICH WILL BE DISCUSSED
which will be included among the
items for discussion

TO COME TO THE AID
should render all possible sup-
port and assistance

AT THE SEPTEMBER MEETING. (13 words) OF THEIR PARTY. (16 words)
at the meeting to be held in September. to the political organization
(36 words) of their choice. (35 words)

W. H. Butterfield, SHORT COURSE IN BUSINESS LETTER WRITING

L I S T E N I N G

CAN YOU ANSWER "NO" TO ALL OF THE FOLLOWING?

1. As people talk to you, do you find it difficult to keep your mind on the subject at hand, to keep from taking mental excursions away from the line of thought that is being conveyed?
2. Do you listen primarily for facts, rather than ideas, when someone is talking?
3. Do certain words, phrases or ideas so prejudice you against a speaker that you cannot listen objectively to what is being said?
4. When you are puzzled or annoyed by what someone says, do you try to get the question straightened out immediately, either in your own mind or by interrupting the talker?
5. If you feel it would take too much time and effort to understand something, do you go out of your way to avoid hearing about it?
6. Do you deliberately turn your thoughts to other subjects when you believe a speaker will have nothing particularly interesting to say?
7. Can you tell by a person's appearance and delivery that he won't have anything worthwhile to say?
8. When somebody is talking to you, do you try to make him think you are paying attention when you are not?
9. When you are listening to someone, are you easily distracted by outside sights and sounds?
10. If you really want to remember what someone is saying, do you try to write down most of his discourse?

AN EXERCISE IN LISTENING

As a listening exercise, have your enrollees listen to a paragraph, such as the following one, as you read it JUST ONCE. Tell them not to take notes:

You are a typist in the XYZ Company in Midland, Ohio, which is located between Cleveland and Cincinnati. The office walls are light green, the carpet on the floor is brown, and each desk in the room has black modern chairs with a walnut desk in front of each. In the typing pool, two girls are seated in the third row from the front: one is blond, and the other is a brunette. Among the other 15 stenographers is an 18-year-old girl who has just arrived from New York and who is extremely nervous. Beside her is a 22-year-old girl from Hawaii. The office supervisor is 5 feet 9 inches tall; he is married and has two children and is a native of Brecksville, Ohio. He is 45 years old; the assistant manager is 36 years old and is 6 feet 2 inches tall. The Department Head is 27 years old.

After reading the above paragraph, ask this question: How old is the typist? (The clue is in the opening three words: You are a typist. The correct answer is your own age. If they didn't get it, they were not really listening.)

SIX REQUIREMENTS OF A WELL-GROOMED LETTER

*How to Give Your Message "Eye Appeal"

The reader's first impression of your letter depends on how it looks. If the message is neat and attractive, his reaction is favorable. If it appears messy and slipshod, his reaction is negative.

By creating a favorable first impression, your letter gets off to a good start with its reader. By arousing a negative reaction, it loses his respect and often his interest. It has the proverbial "two strikes" against it right at the start.

There are six mechanical factors that can influence the reader favorably before he reads your letter. They are analyzed in the following check list:

1. Attractive layout and margins

Proper arrangement of your message on the sheet, with uniform margins that frame it neatly, will give your letter "eye appeal." Margins vary in width according to the length of the message, but in no case should they be less than one inch. It is better to use two pages than to crowd a letter on a single sheet.

2. Neat, uniform typing

Clean-cut type looks inviting and easy to read. Avoid strikeovers, messy erasures, and clogged letters. These symbols of carelessness reveal a lack of pride and competence.

3. Correct name, title, and address of reader

The reader is quick to notice a mistake in his name, title, or address. Such an error may hurt his pride; in any case, it reflects upon your efficiency. Be sure these details are correct.

4. Paragraph divisions for easy reading

Long paragraphs are uninviting. They suggest eyestrain and difficult reading. Break up your message into attractive type units. Try to avoid paragraphs of more than eight lines. Use some of three, four, or five lines.

*W. H. Butterfield, SHORT COURSE IN BUSINESS LETTER WRITING

USE SMALL, FAMILIAR WORDS WHEN YOU WRITE

Mark Twain once said, "I never use metropolis for 7¢ when I can get the same price for city."

Substitute a small word for the words listed below.

propound	_____
acknowledgement	_____
cognizant	_____
terminate	_____
frequently	_____
initiate	_____
acquire <u>or</u> procure	_____
communication	_____
assistance	_____
ascertain	_____
deliberation	_____
gratuitous	_____
concur	_____
possess	_____
retain	_____
numerous	_____
subsequently	_____

eventuate	_____
purchase	_____
equitable	_____
commence	_____
negligible	_____
peruse	_____
sufficient	_____
converse <u>or</u> confer	_____
endeavor	_____
communicate	_____
transmit	_____
approximately	_____

Complex words: We are appreciatively cognizant of your esteemed order for one dozen ball point pens, but regretably the creation of exigencies resultant from the limitations of supply compel us to desist from the completion of same at this time. However, with the receipt of additional pens we will effectuate this order prior to the middle of next week, which is Wednesday, April 1.

WRITE CONCISELY-MAKE EVERY WORD COUNT

Reliable surveys indicate that 30 per cent of the average business letter consists of excess words. Such a waste is expensive, both in its actual cost and in the handicap it imposes on a letter.

There are no neutral words in a business letter. Every word either contributes something to the message or detracts from its effectiveness. Useless words are parasites. They sap vitality from a letter and make it difficult to read. Often they cause confusion.

The following examples show how easy it is to trim the fat from flabby sentences, making them easier to read and understand.

WORDY

We have your letter of May 6, for which we express our thanks.
(13 words)

Please do not hesitate to call on us whenever we can be helpful in any way. (16 words)

In the event that any further information comes to your attention, we shall appreciate your sending it to us. (19 words)

We look forward with pleasure to the opportunity to be of further service to you. (15 words)

It will be appreciated if you will inform us when you have reached a decision. (15 words)

The five sentences in this column contain 78 words.

CONCISE

Thank you for your letter of May 6. (8 words)

Please call on us whenever we can be helpful. (9 words)

We shall appreciate your sending us any further information you receive. (11 words)

It will be a pleasure to serve you again. (9 words)

Please let us know your decision. (6 words)

The five sentences in this column contain 43 words.

W. H. Butterfield, Short Course in Business Letter Writing

WORDS PEOPLE LIKE

ability	courtesy	good	merit	service
abundant	definite	grateful	notable	simplicity
achieve	dependable	guarantee	opportunity	sincerity
active	deserving	handsome	perfection	stability
admirable	desirable	harmonious	permanent	substantial
advance	determined	helpful	perseverance	success
advantage	distinction	honesty	please	superior
ambition	diversity	honor	popularity	supremacy
appreciate	ease	humor	practical	thorough
approval	economy	imagination	praiseworthy	thoughtful
aspire	effective	improvement	prestige	thrift
attainment	efficient	industry	proficient	truth
authoritative	energy	ingenuity	progress	unstinted
benefit	enhance	initiative	prominent	useful
capable	enthusiasm	integrity	propriety	utility
cheer	equality	intelligence	punctual	valuable
comfort	excellence	judgement	reasonable	vigor
commendable	exceptional	justice	recognition	vital
comprehensive	exclusive	kind	recommend	vivid
concentration	expedite	lasting	reliable	wisdom
confidence	faith	liberal	reputable	you
conscientious	fidelity	life	responsible	yours
cooperation	fitting	loyalty	salient	
courage	genuine	majority	satisfactory	

From: A Practical Guide to Effective Writing

ARE YOUR LETTERS "IN"?

Avoid Trite Phrases and Worn-Out Expressions

Save yourself time! Leave out "old-fashioned" expressions. Use the shorter (mini) word and bring your letter up to date.

- | | |
|--|-------|
| 1. please advise | _____ |
| 2. can secure | _____ |
| 3. in regard to | _____ |
| 4. enclosed find | _____ |
| 5. in receipt of | _____ |
| 6. acknowledge receipt of | _____ |
| 7. the reason this | _____ |
| 8. to date | _____ |
| 9. during the course of | _____ |
| 10. remember the fact that | _____ |
| 11. with the exception of | _____ |
| 12. at your earliest convenience | _____ |
| 13. by return mail | _____ |
| 14. at all times | _____ |
| 15. at the present time | _____ |
| 16. costs the sum of | _____ |
| 17. due to the fact that | _____ |
| 18. enclosed herewith for your information | _____ |
| 19. first of all | _____ |

20. for the period of a year

21. for the month of June

22. in the amount of

23. in the event that

24. in the near future

25. in view of the fact that

26. owing to the fact that

27. under date of

28. until such time as

29. we would ask that you

THE CORRESPONDENT'S PLEA

If we could write the things we feel,
Could make imagination real--
If pencil, paper, pen, and ink
Had but the gift to make us think,
We'd shed our studied attitudes,
Inane remarks and platitudes,
And write our missives just as though
They went to people whom we know.

We'd scorn such terms as "even date"
And "In reply we beg to state;"
"Regarding" would not be "in re,"
Our meaning would be plain as day.
"Yours truly" we would not "remain,"
From stilted phrases we'd refrain--
How vivid would our letters be
In simple phraseology!

No "15th inst." or "19th ult."
Our reader's senses would in ult;
From florid bombast like "esteemed"
Our sentences would be redeemed.
In homely words and simple style
We'd write each letter with a smile;
Oh! What a difference--goodness knows--
If we would write plain English prose!

--Charles Abel in Nation's Business

Reigner, Charles G., College Business Correspondence,
Second Edition, The H. M. Rowe Company, Chicago, Illinois,
1960, p. 44.

CHOICE OF WORDS

NEGATIVE

We are sorry this disagreement has arisen, and we hope it can be settled in such a manner that no one will be dissatisfied.

If you fail to pay your account within the next five days, your neglect of this obligation will injure your credit standing.

Since you think this charge is unfair, we shall cancel it today without argument, for we do not want you to be displeased with our service.

We are sorry to learn that you have a complaint which you think calls for an adjustment.

Perhaps your failure to pay this small account promptly has been due to mere neglect. Won't you clear this delinquency by sending your check for \$18.50?

On the basis you suggest, payment of your account in full would require many months, and we feel that this plan is unsatisfactory.

If we have failed to serve you properly, won't you tell us what is wrong? We hope you will let us know if there is any reason for dissatisfaction on your part.

CONSTRUCTIVE

We know you share our desire to straighten out this misunderstanding to the satisfaction of all concerned.

Payment of your account within the next five days will protect your credit standing in the community.

This charge has already been cancelled, since we want you to feel that every item on your statement represents value received.

Thank you for writing us about the situation explained in your letter of March 28.

Probably this small account has just been overlooked. We know you will be glad to cooperate by sending your check for \$18.50.

Since payment on the basis you suggest would require many months, we feel that both your interests and ours will be better served by some other arrangement.

If your absence has been due to any cause within our control, won't you let us know? We want you to be completely satisfied with our merchandise and service.

DICTATOR'S SELF-EVALUATION FOR THE IBM "EXECUTARY"

Instructions: Rate yourself as follows: 1 - Excellent; 2 - Good;
3 - Fair

A. <u>Preparedness to Dictate</u>	1	2	3
1. Read mail carefully.	_____	_____	_____
2. Have necessary reference materials at hand.	_____	_____	_____
3. Make an outline or marginal notes on original document.	_____	_____	_____
4. Have dictating unit ready to use.	_____	_____	_____
Suggestions _____			
B. <u>Instructions to Secretary</u> (before dictating)			
1. Give instructions before content.	_____	_____	_____
2. Make instructions complete as to number of copies, type of stationery, addressee, kind of communication, form, spacing, urgency, carbon copies--open and blind, etc.	_____	_____	_____
C. <u>Voice Control</u>			
1. Maintain a normal pitch.	_____	_____	_____
2. Use normal inflections	_____	_____	_____
3. Avoid mumbling.	_____	_____	_____
4. Maintain normal pace.	_____	_____	_____
D. <u>Dictation</u>			
1. Enunciate clearly.	_____	_____	_____
2. Use smooth flow of words.	_____	_____	_____
3. Minimize distractions.	_____	_____	_____
4. Have no fumbling with mouthpiece, papers, etc.	_____	_____	_____
5. Erase for corrections.	_____	_____	_____
E. <u>Instructions</u> (during dictation)			
1. Use index slip properly.	_____	_____	_____
2. Indicate unusual punctuation.	_____	_____	_____
3. Indicate paragraphs.	_____	_____	_____
4. Instructions to underline.	_____	_____	_____
5. Spelling unusual words or proper names.	_____	_____	_____
6. Indicate quotes, capitalizing, etc.	_____	_____	_____

F. Delivery

1. Dictate complete thoughts--a phrase or a sentence at a time.
2. Edit and polish during dictation.
3. Avoid unnecessarily long pauses.
4. Develop natural expressions.
5. Be direct, active, and specific in phrasing.
6. Use style of expression fitted to purpose of message.
7. Outline message before dictating; avoid groping for words.

1 2 3

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

THE DICTATOR AND TRANSCRIBER TEAM

Self-Appraisal for the Dictator

I. Instructions

- | | | |
|---|-----|----|
| 1. Does she know what she is going to type? | YES | NO |
| letter (length of) | | |
| memo | | |
| report | | |
| rough draft | | |
| form letter | | |
| master for duplication | | |
| 2. Does she know how many copies I need? | YES | NO |
| 3. Does she know what type of stationery or paper to use? | YES | NO |
| 4. If urgent, did I tell her it was a "rush" job? | YES | NO |

II. Dictation

- | | | |
|---|-----|----|
| 1. Did I speak clearly and distinctly or are some of the words distorted? | YES | NO |
| 2. Do my words fade away near the end of the sentence? | YES | NO |
| 3. Did I spell out proper names? | YES | NO |
| 4. Did I spell unusual or difficult words? | YES | NO |
| 5. Did I pause naturally at the end of sentences and paragraphs and indicate a period or paragraph? | YES | NO |
| 6. When I made an error, did I indicate it on the guide slip and correct it in the dictation? | YES | NO |
| 7. Did I tell her there would be enclosures or where to send the carbon copies? | YES | NO |
| 8. Do I sometimes compliment the transcriber when she returns a nice-looking letter? | YES | NO |

*DO YOUR LETTERS MAKE YOU SOUND LIKE. . . .

A ROBOT?

Yours of the 10th instant to hand and contents noted. In reply would say that our records show your service contract will expire July 1. Please advise by return mail if you wish renewal as of that date for another year.

A STUFFED SHIRT?

In response to your recent communication directed to my attention, I have investigated the status of your service contract and wish to transmit the information you requested. The terminal date of this contract is shown in our records as July 1. Permit me to suggest, however, that provision can be made for renewal in the event that you wish the contract to continue in effect for a period of an additional year.

A CRAB?

Your service contract expires July 1, as shown on the copy mailed to you when the agreement was signed. Your letter does not indicate whether you want this contract renewed for another year. You will need to let us know your wishes if we are to comply with them.

OR A FRIENDLY HUMAN BEING?

Thank you for inquiring about your service contract, which will expire July 1. We hope you have found this arrangement so helpful that you will want to renew it for another year.

*Taken from Common Sense in Letter Writing, by William H. Butterfield, p. 122.

UNIT IX

HUMAN RELATIONS IN PERSPECTIVE

UNIT IX

"HUMAN RELATIONS IN PERSPECTIVE"

Educational Objective

With Unit X set aside for review, you will need to use this unit to once again bring forth the benefits that can be derived from the practice of good human relations.

Notes to Instructor

No classroom activity has been suggested for this unit. However, you may wish to devise some activity to reinforce the principles of human relations.

Review Unit VIII

Discuss the enrollees assigned readings.

Why you and Your Boss Disagree
Written Policies Help 9 Ways

In what way do you think your attitude has changed since this course began?

1. Your Human Relations Points of View

Has anyone in class found something from previous sessions that they now use and find successful?

Your personal philosophy provides the fundamental background for your human relations points of view. These points of view help you analyze and evaluate the human problems that confront you on a very realistic basis. You are more aware, more sensitive, and more interested in the network of human relationships that surround you. You seek to understand the total situation before you act, knowing that your decisions must be carried out by people. You recognize the uniqueness of each human

relationships that surround you. You seek to understand the total situation before you act, knowing that your decisions must be carried out by people. You recognize the uniqueness of each human personality and seek to understand the beliefs of informal work groups who may see and feel things differently than you do. You will respect your associates and your subordinates for what they are--human beings with potential strengths and weaknesses such as you yourself have.

Discuss in whatever depth you deem appropriate to the broad subject of personnel policies.

Possible questions:

Do you have job descriptions?

Does everyone understand on what points the evaluations are to cover?

Are most policies in writing?

Are employees brought into the discussion before a policy change?

2. Your Personnel Policies

Your decisions will be influenced by your basic approach to human relations.

Clearly defined personnel policies are designed to guide all executives within an organization in making the kinds of decisions that build teamwork and encourage growth and productivity. These policies become the basic code of laws--the Bill of Rights that guarantees fair and consistent treatment.

A human organization without personnel policies tied in with the overall pattern of company policy and objectives is like a ship without a rudder.

Personnel policies should be designed to help direct people's efforts toward the attainment of the objectives of the organization.

Emphasize the need of employees to feel a sense of fulfillment and productivity.

Analyze the formulas on ability, motivation, and human performance.

How do members of the class accurately measure productivity?

3. Organizational Behavior

Emphasis on higher-order needs

Two value systems affecting workers

Sense of fulfillment
Sense of productivity

Limitation of a one-valued approach organizational behavior is a rational discipline not an emotional feeling about people.

4. Determining Organizational Behavior's Role

Knowledge + Skill = Ability

Attitude + Situation = Motivation

Ability + Motivation = Human Performance

5. Measuring Productivity

Productivity is generally measured as a ration of output to input according to one of the following formulas:

Time Formula (Man-Hour productivity)

Economic Formula (Unit Labor Cost)

Energy Formula (Usually for Machinery)

Each of the preceding formulas neglects the worker, paying no attention to the values he derives as he produces.

Re-emphasize the need for
the supervisor to be
humanistic.

You only get respect when
you are respectful.

6. Conclusions

Supervisors are learning that
the firm but fair manager who
"runs a taut ship with an easy
hand" cultivates respect and
nurtures the best teamwork and
sustained productivity. High
morale and optimum productivity
go hand in hand when management
establishes the kind of climate
where men can grow through their
work.

Case Study

Ned Parnell Case Problem

NED PARNELL CASE PROBLEM

One of the most valuable employees of the Public Works Department is Ned Parnell. He is paid a base salary of \$135 a week. He is a steady worker and has contributed much to the department's public relations. He also seems to get a tremendous amount of satisfaction from his work. Ned Parnell is inclined to be independent, thinks for himself, and resents too much close supervision over his activities. He has been with Public Works Department for nearly eight years. Works Director Art Delscamp thinks the world and all of Mr. Parnell and wishes he had four or five more who could produce as well as he. For five consecutive years Ned has had an unblemished work record.

Ned Parnell has come to Mr. Delscamp with a request for an extra week's vacation. Department practices, quite rigidly enforced, provide two weeks' vacation with pay for employees up to ten years' service; over ten years, a three weeks' vacation is given. Ned Parnell explained that he wanted three week's vacation this year to enable him, his wife, and family of two boys and one girl to drive to California and back. He said they would need three weeks in order to take in all the sights of the beautiful western scenery. Two weeks would hurry them too much. His wife is anxious almost to the point of being insistent that they go this year. Her parents live in Los Angeles and celebrate their fortieth wedding anniversary this June. Mrs. Parnell wants to attend this, and the children are all keyed up to go. Ned explains that he doesn't see how it is possible to postpone or to cut it to two weeks.

Mr. Delscamp indicated that he could see Ned's viewpoint, but if permitted the extra week, it may cause ill feeling among the rest of the employees who know of the company's practices regarding vacations. Making Ned an exception may set a bad precedent.

Problems:

1. What decision do you feel Mr. Delscamp should make in this case?
2. Explain how you would implement your recommended decision by Mr. Delscamp.

STUDENT MATERIALS FOR
A COURSE IN
HUMAN RELATIONS IN GOVERNMENT
FOR
STATE AND LOCAL AGENCIES

U. S. Department of Housing and Urban Development
May 1973

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INTRODUCTION

This publication is a reprint of the combined Instructor's Manual and Student Materials developed for a training course entitled Human Relations in Government organized by the University of Northern Iowa, under contract to the Institute of Public Affairs at the State University of Iowa. The development and publication of this document was financed in part through a grant from the Department of Housing and Urban Development under Title VIII of the Housing Act of 1964. Additional copies of this reprint or any part may be made without permission from HUD or the University. Inquiries regarding the content may be directed to the Director, Institute of Public Affairs, State University of Iowa, Iowa City, Iowa 52240.

The course, manuals and materials were developed and tested over the years 1969-70. Some of the materials cited as well as the basic text may be revised and/or reprinted. Training officers are, therefore, advised that HUD's purpose in making this publication available is to provide a useful starting point for local development and improvisation of agency human relations seminars. It should also be

noted that the Iowa effort, although utilized extensively by government agencies, centers about industrially derived examples--many of which have little governmental relevance. Thus, the training officer should slant the presentation towards local needs.

HUMAN RELATIONS IN GOVERNMENT

As defined by Keith Davis, author of Human Relations at Work, human relations is the integration of people into a work situation that motivates them to work together productively, cooperatively, and with economic, psychological, and social satisfactions.

This human relations course is designed primarily for members of the management team in public administration. It should be of interest to the supervisor, department manager or elective official where understanding the nature of human relationships may make the difference between success and failure in meeting the organizational objectives.

The purpose of this course is to examine the personal interaction between a manager or supervisor and the people with whom he deals in his everyday work situations. This does not mean a lot of back-slapping. It does mean man-to-man relationships on the job. It does mean the same relationships you want with your own supervisor.

Although a manager or supervisor will do some things personally, most of the results for which they are held accountable are accomplished with and through other people. Therefore, we shall also examine how and why men and women behave like human beings in their jobs and away from work.

More than anything else, the participant in this course should be seeking to use knowledge effectively. His ultimate objective is to become an effective manager of people. This course should be considered not only to be an introduction

to human relations but a foundation on which to build future inquiry. Each participant should be involved in the in-depth study of those principles considered to be essential in the management of people. A major effort should be made to bridge the gap from academic theory to sound, every day practices.

A key problem of leadership at all management levels is working with people in such ways that goals of productivity and human satisfaction can be met more adequately.

These two qualities (confidence and cooperation) are things that a supervisor or manager must earn. They are things that no one can buy or direct.

Mr. Clarence Francis, former Chairman of the Board of Directors of General Foods, summarized best the importance of inspiring confidence and developing cooperation, when he said:

"You can buy a man's time; you can buy a man's physical presence in a given place; you can even buy a measured number of skilled muscular motions per hour or per day; but you cannot buy enthusiasm, initiative, and the devotion of hearts, minds and souls--you've got to earn these things!"

The manager cannot ignore the human relations problems of his organization and concentrate exclusively on getting the work out. Getting the work out depends on getting cooperation out of people both inside and outside the formal boundaries of the organization.

COURSE OUTLINE

HUMAN RELATIONS IN GOVERNMENT

- UNIT I--PHILOSOPHY AND DEVELOPMENT OF HUMAN RELATIONS
- UNIT II--PHILOSOPHY AND DEVELOPMENT OF HUMAN RELATIONS
(Continued)
- UNIT III--MOTIVATING PEOPLE AT WORK
- UNIT IV--BASIC NEEDS OF EFFECTIVE EMPLOYEES
- UNIT V--LEADERSHIP
- UNIT VI--MORALE AND ITS APPRAISAL
- UNIT VII--GROUP DYNAMICS
- UNIT VIII--COMMUNICATION
- UNIT IX--HUMAN RELATIONS IN PERSPECTIVE
- UNIT X--SUMMARY AND REVIEW

ADDITIONAL MATERIALS

The following readings from Nation's Business are suggested as supplementary materials:

<u>TITLE</u>	<u>ISSUE</u>	<u>UNIT</u>
"Give Employees a Goal to Reach"	May 1959	II
"Ways to Handle Office Clashes"	March 1961	II
"8 Tests Spot Initiative"	March 1960	III
"When To Use The Needle"	September 1961	III
"9 Steps To Personal Progress"	December 1960	IV
"Build The Will to Work"	October 1960	V
"Make Your 'No' Creative"	August 1959	V
"The Face You Save May Be Your Own"	September 1962	VI
"You Can Be A Better Leader"	June 1960	VII
"Why You And Your Boss Disagree"	May 1960	VIII
"Written Policies Help 9 Ways"	December 1959	VIII
"Your People Are Copying You"	April 1961	IX

Reprints of these titles may be obtained from Nation's Business, 1615 H Street, N.W., Washington, D.C. 20006.

UNIT I

PHILOSOPHY AND DEVELOPMENT OF HUMAN RELATIONS

A CASE STUDY IN WINNING GOOD WILL OF CO-WORKERS

Immediately upon graduation from college, Carolyn Phillips is employed in the transcription department of the Alfa County Courthouse. Because of her superior education and training, she is transferred within two months from the transcription department of the County Auditor's Office where she is one of a staff of five working under the direction of the auditor's secretary, Miss Rogers. The other four staff members have been employed in the office from two to ten years. Within six months after Carolyn enters the auditor's office, Miss Rogers is married and resigns. Carolyn is advanced to Miss Rogers' position and now must supervise her former co-workers who are much her senior in terms of experience in the County government office.

Carolyn's former co-workers evidence resentment over her being promoted over Miss Jones who has been in the office for ten years. Miss Jones had expected to receive the appointment and, in fact, had been groomed by Miss Rogers for the position.

While Carolyn's former co-workers continue to do their work satisfactorily, she notes many indications that they are most displeased with her rapid promotion in the auditor's office. They treat her very formally and with a great deal of reserve. They do not invite her for coffee breaks or to lunch with them as they formerly did. She hears overtones of critical remarks about the auditing procedures of the County Auditor's Office. The morale of the staff seems to be poor, and they frequently talk about changing to another job or

applying for a transfer to another department. They do not volunteer information and seem to take pleasure out of seeing Carolyn get in a spot that she cannot handle. Miss Jones is especially cool to her.

Carolyn discusses the matter with Mr. Walker, the County Auditor, and he becomes very irritated at the attitude of the staff. He threatens to call them all into the office and advise them that he expects them to give Carolyn full cooperation; and if they fail to do so, he will see that they are either fired or transferred to another department. Carolyn prevails upon him, however, not to take this action. He thinks that Miss Jones is the real troublemaker and wants to have her transferred immediately. Carolyn feels that she needs Miss Jones because of her long experience in the department.

There is a secretarial position open in another department, and Carolyn is considering asking to be transferred to that position. Mr. Walker is not willing to have Carolyn transferred.

Questions:

1. Assuming you are Carolyn, how would you handle the situation?
2. What do you think Mr. Walker should do?
3. Why do you suppose Carolyn has gotten into this difficulty?
4. How could you promote Carolyn and still avoid employee resentment?

THE HUMAN RELATIONS OF A SUPERVISOR

Why is the supply of men of supervisory capacity so thin?

Appointing a supervisor is not a matter of giving the post to the worker who has had the longest service, but of selecting the man who has the talent to lead. How well the supervisors do their leading determines whether the company operates in the black or in the red.

The supervisor is the keystone in the production arch. He has to bridge the gap between responsibility for just his own job and responsibility for the work of others. He needs, if he is to do this successfully, poise, wisdom, suppleness of mind, courage and energy, besides the know-how of his technical speciality.

This report discusses the human relations of foremanship. It deals primarily with service in workshop or factory, but the principles it discusses are equally applicable to supervision of branch or office...indeed, they apply in organizations of all sorts and in institutions like the home; wherever one person is placed in a supervisory capacity over others. We all find ourselves in the role of leadership at one time or another, as parents, teachers, executives.

Of this be certain: you are not a born supervisor, but you can grow and develop into a supervisor. You must become skilled in planning, organizing, directing, and controlling. That sentence points up the theme of this Letter: the foreman does not work with things like machines, but with people.

He is the link between workers and management, holding the highest position within the ranks of the workers and standing on the first rung of the management ladder.

It is fatal to one's aspirations in these days to look upon the supervisor's job as that of policeman, responsible only for enforcing laws and rules. The good foreman has intelligence, administrative competence and the power to make men follow him because of personal attributes. He is the guardian of plant morale. He plays a major role in management-labor relations.

HUMAN RELATIONS

Good human relations is people getting along well together.

Behind the facade of every workman is a person. Become aware of that person and show sincere interest in him. Be generous and encouraging. Give him a sense of belonging on your team.

For your own good, as well as that of the plant, don't live in a private world where subordinates fear to tread. Don't turn your supervisor's chair into a throne. Come out from behind your paper work every once in a while and meet your staff on the floor.

The best company to work for, and the company that gets the best work done, is the company with a strong company-group feeling.

For reasons which we are far from understanding fully, when a collection of people becomes a team, their capacity for production is astonishingly increased, and this is true even though each is performing an individual task.

This state is reachable only by supervisors who obtain the collaboration of people in their work groups through loyalty and co-operation.

As a supervisor, you have not hired a hand but a whole person. You can buy a man's time, you can even buy a measured number of skilled muscular actions per hour, but you cannot buy enthusiasm, initiative, or loyalty. You have to earn these things.

There may be a "hard-boiled" type of supervisor here and there who believes that he gets the most out of his gang by setting a stiff pace and bawling out the slow workers, but the supervisor seriously seeking production in quantity and quality knows that success is attained when he wins the willing and interested service of his subordinates.

Membership in a group is not a matter of holding a card. It is an attitude inspired and encouraged by the leader. He goes deeper than techniques; he challenges his people's interest and brings out their desire to co-operate. They become loyal to something beyond personal interests.

The spirit of the team-work may be increased if you give every man enough responsibility to make him feel his own importance. The ability to delegate work so as to get the job done in the most efficient way and at the same time to enhance the worker's ego: this is an ability to be developed by every ambitious supervisor.

WINNING SUPPORT

However tall a man may stand in the hierarchy of management he is not a successful executive unless he understands the points of view and the problems of the rank and file of the workers. The supervisor, close to the workers,

must know these things intimately. Like the skip of a curling rink or the cox of a rowing crew, he must know the strong and weak points of his people, what incentive brings forth their best effort, and the boundary beyond which he must not try to push them.

To have and to hold workers who are competent takes more than a big brother pose by the supervisor. When you are urged to cultivate workers that does not mean that you are to acquire a hypocritical way of life. Rather, you should make a sincere effort to understand their problems and give them the feeling that you are interested, sympathetic and genuine. You must really want to like them and to be liked by them.

The substance of your authority arises from your own performance, from your demonstrated ability to have yourself accepted as the leader of your group. Then, supported by the confidence and respect of your workers, you proceed to get things done by bringing out the best efforts of your people and uniting those efforts.

How are you going to win the support of your workers? It comes naturally to the man of sensibility: base your thoughts and acts upon the knowledge that every one of your workers is striving to carve out a place for himself in a chaotic and confused world; that he is searching for a good life for himself and his family; that he is hungry for human understanding.

Every man on the team has a practical stake, of the most concrete kind, in the leadership you give, and he is entitled to the most competent leadership of which you are capable. Your workers have put their working days into your hands. They have the right to expect that you will study your profession and keep up to date on it.

In your intercourse with those over whom you have authority, you will find the ancient motto 'nobless oblige vital. You have a position which requires you to deal with them generously, not merely justly. Whoever is under your power is also under your protection.

A supervisor should have a deep sense of responsibility for the everyday conditions under which his employees work. He should not be content until he has done everything within his power to make those conditions good.

DISCIPLINE

No group of people can live together, much less work most effectively together, without organized control. Society itself would revert to the jungle if we had no rules to live by.

During his own apprenticeship, the supervisor has learned the first lesson of management: to obey. But discipline is more than blind obedience. The work itself comes from the same root as the word "disciple," and a disciple is one who follows the teachings and the example of a respected leader.

Having discipline in business is a clear-cut responsibility of management. This means, for the supervisor, that he so arrange things that every man does his fair share of the work, that every man contributes his share to order and cleanliness, that every man is willing to pull with the team, and that every man is considerate of the wishes and feelings of his fellow workers.

Once in a great while we come across a supervisor who believes that discipline in his department will be proportionate to the amount of noise and blustering he uses. But it is generally recognized that a tyrannical supervisor

enforces severe discipline for one of these reasons: he knows no other way to handle subordinates; he fears to "lose face" by appearing too human; or he gets a secret satisfaction from making others miserable.

The supervisor who is a leader is a better man than that. His patient precept, his inspiration and his example turn the trick. There will be times when even this supervisor must decree emphatically that certain work has to go through the shipping door at a certain time. Then he will be forceful, but always friendly. His people will respect his urgency without resenting it.

PRAISE AND CRITICISM

Probably foremost among the techniques of handling men is the building of morale through praise and encouragement. Commendation by a superior is of great consequence. It breeds loyalty and it inspires the worker to follow through.

So take the time to recognize the interest your men show in their jobs. Be positive. Qualify praise as the facts warrant, but never let it be faint.

Look first of all for the part of the job that is well done, and compliment the worker; then show up the badly done part by contrast and explain how it can be brought up to the standard the worker has set in the good part.

Give credit where it is due. To take credit for a job that one of your men did destroys his initiative and lowers you in his eyes and in the eyes of his associates. The credit due to you comes from your building of an able staff.

Be constructive. Make it clear by your actions that you are not going around all day seeking faults in your staff, but to make their jobs better. Show that your reprimand is really a compliment, because it means that the worker has something that is worth bringing out. To allow a fault to go

uncorrected, you will point out, is to say that the individual is not worth bothering about.

Patience is a quality which every supervisor should cultivate. When a worker approaches your desk with a complaint, push aside your papers so that it is obvious you are giving him your full attention. The supervisor who tries to give a complaint the brush-off is risking being thought of as too big for his boots, uninterested, or fearful of responsibility.

If a complaint is obviously (to you) unjustified or a paltry gripe, give yourself time to cool off and become master of your emotions before you start talking. Is it worth getting angry about? This is one of the tests of your ability to be a manager of men. You must be capable of controlling yourself if you are to control a group of other people.

OTHER SUPERVISORS

The supervisor comes up against many departmental problems which have inter-departmental ramifications. These may be handled in two ways: by agreement between department heads or by a ruling handed down by superior authority.

It is gratifying to supervisors and good for the business when matters affecting several departments are settled after a generous interchange of information and a meeting of minds among all who are concerned.

It is often vital to exert persuasion horizontally on colleagues of equal rank. You should seek then, to lay the proper foundation. Take for granted that your supervisory associates are intellectually honest, well-rounded in company policy and purpose, and versed in the techniques of their own departments. Then go out of your way to express compliments, to proffer co-operation and information.

Top management has a responsibility in overcoming supervisory isolation. Wise employers recognize the need of supervisors for both individual recognition and group participation. They give their supervisors full trust and responsibility, and consult them about anything affecting their departments. They bring supervisors together periodically to discuss company policy and plans.

A change of policy is not merely a new page to put into your loose leaf binder. It means a change, in whatever small degree, in your men's work or outlook or prospects. It is worthy of your thought so that you may present it acceptably and work it intelligently. Nothing can undermine morale more quickly and disastrously than not telling your people where they stand.

COMMUNICATION

This raises the matter of communication. The autocratic supervisor of past years tried to control communication. He would always hold something back so as to give him a feeling of being top-dog, a confidant of management. Nothing could be more futile or silly. His workers will hear the news somewhere, somehow, and his withholding it stamps him as a deceitful humbug.

Effective communication is aimed at building a team of efficient and hearty workers. It need not be a complicated thing, but it has a lot of transmission lines--up, down and crosswise. All of these lines must be kept clear.

When communication flows in upon him from all directions, the supervisor whose work is unorganized feels as if he were trying to shake hands with an octopus. The man who is organized does not allow memoranda, printed forms or the telephone to confuse him. He handles memos efficiently but briefly and he clips off long-winded telephone talkers. A little practice in writing and speaking will enable you to be effective without seeming brusque.

At whatever effort to organization, the supervisor must make his communications with his workers produce results. Top management may write about policies and targets until their stenographers are exhausted, but their effort is worthless unless the front line man explains to his workers the day by day application of the policies to the work at hand.

Part of communicating is listening. Listening to what your workers say is the starting point of understanding them.

The good supervisor is alert to learn about the shop dissatisfaction of one worker and the home unhappiness of another worker; about the gripe of the worker who has deceived himself into thinking that all his workmates are against him; about the emotional upset which is causing another worker to make mistakes. He keeps in mind that little things give rise to some of the major problems in administration, and that these little things are only to be learned by listening on the level of the workers.

ABOUT PERSONALITY

You need only look at any group of supervisors to realize that they comprise a wide variety of social, economic and cultural patterns. There is no single set of inherent qualifications automatically fitting a person into the supervisory rank.

Nevertheless, there are some points of distinction. Sound administration is the sum total of mature imagination, mature perception, mature judgement, and mature humanism. Don't think for a minute that length of service and a title give you the right to be a supervisor. Handling men today requires all the intuition and mental agility and thoughtfulness you can muster. These virtues arise out of maturity --which is not a measure of age or service but of mental development.

If you are to be a supervisor of the first class, you need an inner zest for the job. You need to provide in yourself the reserve from which you radiate confidence and positive optimism. You need to discipline yourself too, so that you set the style for your workers in regularity of habits, carefulness about work, and enthusiasm.

You must be, in fact, what you appear to be, even when no one is watching. There was a remarkable statement made by Admiral Jervis at the Battle of St. Vincent, as he watched the way Captain Troubridge handled his ship, the Culloden: "Look at Troubridge! He tacks his ship into battle as if the eyes of all England were upon him!"

His personal pride in his job will compel the supervisor to stand on his own feet, and standing on one's own feet is a substantial part of his personality. If you want your workers to behave differently or to put forth an extra effort, don't tell them the general manager wants it. Don't hide behind some superior's coat tails. Make it clear that you want it because it is best for the team.

But don't become arrogant. Think to yourself that the Roman generals had slaves always behind them in their chariots to whisper: "Remember you are only human." Healthy self-criticism and continued willingness to learn are among the important attributes of the foreman.

Be sincere and fair-minded, conveying to your workers the assurance of a square deal. Your people wish to have a supervisor they can look up to; they need to have faith in your integrity.

We may well be sorry for the supervisor who boasts: "I'm a square shooter; I treat my men all alike." That man has not learned the rudiments of human relations. You can never in your job treat all men alike. You must study people individually if you expect to co-ordinate their activity in terms of a sound, progressive development of your department.

DO NOT STAGNATE

Many a potentially great supervisor never realizes his hopes simply because he defeats himself in little ways.

If you are to lead people properly, you must be ever mindful of the fact that you live in a glass house. You should be your own inspector, examining constantly your relations with those around you. Others will look over your work, but you should be sharper than they to see opportunities for improvement.

Appraise your emotional stability. Have you an even temper which gives proper valuation to situations? A supervisor with emotional ups and downs like a camel's back misleads his caravan of workers. Unless they can judge his reactions and forecast his direction, they fall apart as a team.

Laughing at yourself--at your mistakes and foibles--is a way of preserving sanity and keeping your balance. But be careful not to laugh with your workers about your responsibilities or mock the company policies. What you say, the things you laugh at, have special weight because you are boss.

It is essential to keep on learning. In fact, it is one of the attractions of a supervisory position that the opportunity is so wide open to improve personally and through one's workers. The people who succeed in leadership jobs are those who have a thirst for knowledge and go out and secure their knowledge in one way or another and put it to work.

Do not sell knowledge short: in addition to strong intuitions and insights you need a frame of reference against which to measure them. You can obtain this by learning something new every day. Knowledge on all sorts of subjects, even those which may be quite foreign to your job, is useful in your professional growth.

This means work. Every reputation for efficiency was built by work. Self-development is not a highly formalized activity like classroom education, but one sparked by you and carried out through reading, attending extension classes and lectures, and taking part in community projects.

The dynamic supervisor seeks new paths and new ideas because he must keep up with the future if he is not to find himself obsolete. He needs to absorb new points of view with a pliant mind.

Take inventory every once in a while to measure your progress in human relations. Personal inventory honestly carried out is likely to surprise you by its revelation of the resources you possess for the course you wish to follow.

Leadership means to initiate, to instruct, to guide, to take responsibility, to be out in front. There should not be a disinterested nerve in your body.

The joy of leadership and the thrill of being in charge of a group of people does not consist of doing a terrific job yourself, but in spending your last ounce of energy and encouragement to see the group crack through to success.

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UNIT II

PHILOSOPHY AND DEVELOPMENT OF HUMAN RELATIONS

HUMAN RELATIONS FOR PUBLIC ADMINISTRATION

One of the loftiest statements is that issued by the Board of Directors of Esso Standard Oil Company in a booklet, The Way WE Work Together. It presented the broad general philosophy and policy of the company with regard to human relationships. Its statement of principles reads as follows:

TO DEVELOP BETTER HUMAN RELATIONS WE BELIEVE IN THESE PRINCIPLES:

Importance of the individual. We believe the actions of business should recognize human feelings and the importance of the individual, and should insure each person's treatment as an individual.

Mutual Acceptance. We believe that Employees, their unions, and management need to accept each other as individuals and as groups and need to respect each other's functions and responsibilities.

Common Interest. We believe that Employees, their unions, and management are bound together by a common interest--the ability of their unit to operate successfully--and that opportunity and security for the individual depend upon this success.

Open Communication. We believe that the sharing of ideas, information, and feelings is essential as a means of expression and as the route to better understanding and sounder decisions.

Employee Participation. We believe that better results come about through seeking a balance of viewpoints and through mutual sharing and solving of problems by the people affected.

Local Identity. We believe that the individual receives the greatest opportunities for recognition, pride, and job satisfactions through close identification with his local work unit.

Local Decisions. We believe that people closest to the problems affecting themselves develop the most satisfactory solutions when given the authority to solve such matters at the point where they arise.

High Moral Standards. We believe that the soundest basis for judging the "rightness" of an action involving people is the test of its morality and its effect on basic human rights.

HUMAN RELATIONS FOR PUBLIC ADMINISTRATION*

Recognition of the Individual. That employees are free Americans possessing personal dignity and worth is the fundamental belief upon which the Company-Employee relationship is based. Employees are encouraged to make their opinions known on matters that concern them and their company.

Civic Duties of the Employees. Realizing that its employees have duties as citizens and wishing to make it possible for them to discharge those duties, the company offers the following:

a. The company will not, except in emergencies, ask that employees called for jury duty be excused. When they are called for such duty, we will pay them, for not more than two weeks in any year, the difference between their regular wage or salary and the amount which they receive as jurors.

b. The company urges that employees vote their convictions in every local, state and national election and will so schedule working hours on election days as to make it possible for them to vote.

c. Employees belonging to the National Guard or to the Army, Navy, Marine Corps or Coast Guard Reserves will be granted leaves of absences when called to active duty and will be paid, for not more than two weeks in any year, the difference between their regular wage or salary and the amount they receive as active duty pay while on a training cruise or in a training camp.

d. Many employees of the company hold positions of responsibility in civic and charitable organizations. The company encourages such activity and, so long as it does not interfere with the employees' duties on the job, feels that it is beneficial both to the company and the employee.

*A Statement of Policy--A. E. Staley Company (about 1950)

SUMMARY OF THEORIES OF ORGANIZATIONAL BEHAVIOR *

	Autocratic	Custodial (maintenance)	Supportive (motivational)
Depends on:	Power	Economic resources	Leadership
Managerial orientation:	Authority	Material rewards	Support
Employee orientation:	Obediance	Security	Performance
Employee psychological result:	Personal dependency	Organizational dependency	Participation
Employee needs met:	Subsistence	Maintenance	Higher-order
Morale measure:	Compliance	Satisfaction	Motivation

*Keith Davis, "Development a Sound Behavioral Climate",
Human Relations at Work. McGraw-Hill Book Company, New York,
1967, p. 88. Used with permission of the publisher.

THE CASE OF CHARLIE ZELDEN

Fred Wilkes, supervisor of the Utility Company, walked back to his desk with a frown on his face. "Gee," he said to himself, "who ever thought that Charlie would get to be such an old woman? He's getting to be the biggest problem I've got."

Charlie Zelden had come to the Utility Company just after World War II. He was a skilled electrician of the old school and Fred felt lucky in picking up such a good workman. But Charlie hadn't been around long before it became obvious that he had his faults as an employee. He was crotchety and fussy. His tools had to be set up in just the right order. He couldn't work on rush jobs or jobs that required cutting corners. He obviously didn't approve very much of the men he worked with.

Over the years Fred had felt that Charlie's good points as an electrician overshadowed his petty gripes and complaints. But in the last year or so, Charlie had become harder than ever to get along with. One day he'd complain because someone had used some of his tools. The next day he would make a fuss about something else. Today, Charlie had said that the equipment was so poor it gave him nothing but trouble. How could Fred expect him to do work under these conditions?

Day by day Fred was losing his patience and his sympathy for Charlie. It seemed the more he did to try to help Charlie, the more things Charlie would find wrong. What's more, Charlie's talents weren't as hard to do without as they used to be. There were several younger electricians who would work rings around him now. And they are a lot easier to get along with.

Fred finally snapped his fingers, then said to himself, "I've made up my mind. Next time Charlie gets out the crying towel, I'm going to turn a deaf ear to him. Or tell him just what I think!"

1. What do you think about Fred's decision?
2. How do you think Charlie will react when Fred tells him what he thinks about him?
3. Why do you suppose Charlie has gotten to be so difficult?
4. If you were Fred, how would you handle Charlie?

UNIT III
MOTIVATING PEOPLE AT WORK

EMPLOYEE DATA SHEET

NAME _____

NICKNAME _____

POSITION _____

DATE HIRED _____

ADDRESS _____

BIRTHDAY _____

WIFE'S NAME _____

NAMES, AGES OF CHILDREN _____

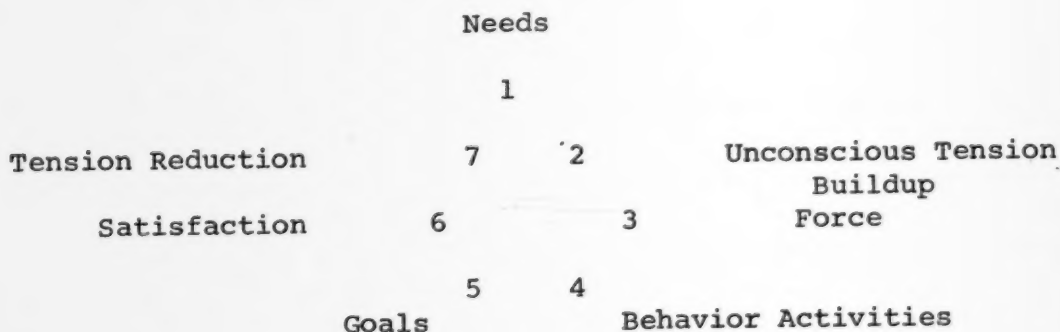
SOCIAL OR CIVIC CLUBS _____

CHIEF INTEREST, HOBBIES _____

THE MOTIVATIONAL CYCLE

Motivation is "...behavior that is instigated by needs within the individual and is directed toward goals that can satisfy these needs."¹ This definition establishes the broad framework for the seven major dimensions of motivation.

1. Need: A lack of something, a deficit condition, a disequilibrium. (In general, the terms needs, wants, desires, and motives may be used interchangeably.)
2. Unconscious tension buildup: An unconscious or conscious physical tension buildup as the result of a need.
3. Force: The drive or impetus provided by a felt need or motive.
4. Behavior activities: The actions, both mental and physical, that are brought into play in the process of satisfying a need or motive.
5. Goal: The object or incentive at which behavior activities are directed.
6. Satisfaction: The attainment of a goal.
7. Tension reduction: The equilibrium attained when a need or motive is satisfied.



¹ Clifford T. Morgan, Introduction to Psychology, McGraw-Hill Book Company, New York, 1956, p. 46. Used with permission of the publisher.

HOW'S YOUR M-Q?*

Put a check-mark in front of each of the following statements that you believe to be true:

- () 1. "You can always get better results by giving a lot of praise."
- () 2. "Just keep 'em happy and they'll work harder."
- () 3. "High producers are never complainers."
- () 4. "Good working conditions guarantee good work."
- () 5. "Punishment always gets results."
- () 6. "Punishment never gets results."
- () 7. "Good morale guarantees good work from your people."
- () 8. "More money is the surest way to get better work."

*Motivation Quotient

MOTIVATION

A CASE PROBLEM

THE OFFICE MOVE *

A personnel research staff of a large government agency employed several technical writers and specialists in addition to the personnel needed to perform administrative and clerical functions. One of the technical writers, Priscilla Clemington, in her middle forties, had been with the organization for over a year. During that time she had made a distinguished record for herself as a result of her superior performance and her skill in working with specialists in the preparation of technical manuals. She was friendly, well poised, and in other ways revealed her keen interest in the work and the people with whom she worked. Unlike many employees, she seldom talked about herself, and it was generally believed that she was enjoying life to the fullest. Only those who had interviewed her at the time she was considered for the job know that she had just divorced her husband and that she was returning to work in order to earn a living.

One day while she was working away from the office, the manager decided that some physical rearrangements within the office were necessary for achieving greater efficiency. He called in his immediate subordinates, one of whom was Priscilla's chief, and discussed the need for making changes. All agreed that the changes were necessary, and the manager called the moving crews who reported promptly and rearranged the office according to plan. In the process of relocating furniture, Priscilla's desk and filing cabinet were moved about six feet from where they had been. Priscilla was, however, still next to the same people as before, and the lighting in the new location was superior to that in the old spot. It was anticipated that she should be pleased at the change and that she would feel that others were concerned about her interests.

About half and hour before closing time Priscilla returned from the place where she had been working for the day and quickly noticed that her desk had been moved and that things were not the way they were at the time she had left the office that morning. She immediately burst into tears and left the office. Her supervisor tried to console her, but she would not listen to his reasons for the change. Priscilla then left for the day feeling very despondent.

- a. How do you explain Priscilla's attitude and reaction following her return to the office?
- b. What important lesson in human relations might one draw from this incident?

*Herbert J. Chruden and Arthur W. Sherman, Jr., "Motivation," Personnel Management, South-Western Publishing Company, Cincinnati, Ohio, 1963, pp. 312-313. Reproduced by special permission of publisher.

CASE OF THE GO-GO GIRL

Can A Supervisor Motivate a Chronic Latecomer?

"I've just got to do something about Patricia's frequent tardiness," John Harrison said to himself as he saw her get off the elevator 17 minutes late one morning.

He'd spoken to her about it several times to no avail. Her explanation was always the same: Parties are important to a young girl, and a girl who gets home late finds it hard to get up early the next morning.

John has brushed this aside, "Your personal life is your own business," he had told her, "but the company is insistent, and so am I, about people getting in on time."

He hoped he would not have to discharge her. She was a fast and accurate typist who was easy to get along with and wasted no time once she was on the job, but he knew he could not permit the situation to continue indefinitely.

Forgetting about Patricia for a moment, he glanced back at the paper he had been reading when her belated arrival had interrupted him. It was a memo from the administrative manager approving his request for a secretary and suggesting that he recommend one of his typists for the job.

Whom did he want? The names of his best typists came to mind: Marcia, Judy, Sharon and Patricia. Patricia would make a good secretary he thought but she'd never get the job. One look at her time sheet and management would begin to question his judgment. The Company placed great stress on promptness; the word was even underlined in red on the semiannual evaluation charts.

What about the others? Judy was generally good, but lacked initiative. Sharon was a little weak on the phone. Marcia had a tendency to gossip and that, he knew, could be dangerous in a secretary. He realized, suddenly, that he was unconsciously comparing each girl with Patricia -- and that not one of them was her match. They did, on the other hand, manage to get in on time. Then an idea occurred to him.

That afternoon, after lunch, he asked Patricia to speak to him in his office. He told her about the secretarial job. Before he could finish the sentence she broke in:

"Are you going to recommend me? Is that why you called me in?"

"No, Patricia," he said, "I can't recommend you, that's why I asked you to come in. I think you'd make a top-notch secretary. Nobody has more on the ball, and you've always been willing to pitch in when he were in a tight spot.

"I want you to know that I would recommend you in a minute," he continued, "but your tardiness disqualifies you. We feel that punctuality is important. Getting to work on time reflects an employee's pride in her work and in the company. And it shows the sense of responsibility that we look for in promoting people."

"But Mr. Harrison, I don't want to cut out parties. They're important to a girl's future."

"I'm not asking you to do that, Patricia. That's up to you. But try, for your own sake, to get to bed by a decent hour, so that you can get to work on time. That's important to your future too."

"I get the message, Mr. Harrison. I don't intend to make this job my whole life, but I do want to be a secretary. I'll really buckle down and try to do what you want. Won't you please suggest my name?"

"Not this time, Patricia, I can't. But secretarial positions open up frequently. If you live up to your promise for the next few months, and if your work continues to be excellent, I'll certainly recommend you for any opening that comes along. I can't give you a promotion, Patricia, you have to earn it."

Office Supervisor's Bulletin, March 15, 1968.

UNIT IV
BASIC NEEDS OF EFFECTIVE EMPLOYEES

A Comparison of Maslow's Need-Priority Model With
Herzberg's Motivation-Maintenance Model

Maslow's
Need-priority model

Herzberg's
Motivation-maintenance model

Self-realization & fulfillment	Motivation factors	Work itself Achievement Possibility of growth Responsibility	Overlapping items
Esteem and status		Advancement Recognition	
		Status	
Belonging & social activity	Maintenance factors	Interpersonal relations - supervision peers subordinate Supervision-technical	
Safety and security		Company policy and administration	
		Job security	
		Working	
Physiological needs		Conditions	
		Salary	
		Personal Life	

COMMENTS ON "THE FRUSTRATED SUPERVISOR"

A good method of relieving the frustrations of others is to be a good listener. By listening, you help the other person to rid himself of his frustration tensions and at the same time you keep yourself from becoming involved. A good listener can avoid setting up defensive reactions, hostile behavior, and arguments, which only lead to face-saving and further frustration.

However, listening is not easily done. Another person often expects you to express your opinions and you must be able to avoid this situation and get the person to talk about his own feelings. In responding to feelings by nodding, asking the other to tell you more, and showing that you understand, you create a permissive relationship which is essential for dealing with feelings.

Too often people are made to feel that they must justify their conduct and as a result they hide their true feelings and talk about the situation by greatly exaggerating the problem. Respecting feelings makes exaggeration unnecessary.

It is through the expression of true feelings that frustration tensions are released. Once these interfering emotions are reduced through expression, the original problem can be faced in a problem-solving state of mind.

ROLE FOR BILL JACKSON, FIRST-LINE SUPERVISOR

You have just come to work after a series of the most humiliating and irritating experiences you have ever had. Last night your next-door neighbor, Sam Jones, had a wild, drunken party at his house that kept you awake most of the night. Jones is a blustering, disagreeable man who has no consideration whatever for others, so when you called him at about 3:00 a.m. and told him to be less noisy, he was abusive and insulting. Things quieted down later on, but when you finally got some rest you overslept.

Since you were in the midst of a rush job at the company you skipped breakfast to hurry to work, and as you were leaving the house, you noticed that someone had driven a car across one corner of your lawn and torn out several feet of your new hedge. You were certain that Jones or one of the drunks at his party had done it so you ran right over to Jones' house, determined to have it out with him. He not only denied everything, but practically threw you out and threatened to knock your teeth out if you didn't shut up and behave yourself and you know that he is big enough to do it.

When you came to work, more than an hour late, your nerves were so ragged that you were actually shaking. Everything conceivable had gone wrong, and then the last straw was when you discovered that Joe Blake, a young high school recruit had made a mistake that delayed you several hours on your rush job, or at least it would have if you hadn't caught him in time. Naturally, you gave him a good going over for his carelessness. Blake said he wouldn't take that kind of abuse from anyone and walked out on you. You noticed that he went in to see your supervisor, Jim Wells. Obviously he is in there accusing you of being

rough on him. Well, you don't like that kind of an attitude in a young squirt either, and if he has gone in there squawking you'll make him wish he'd never been born. You have had all you can stand and the big boss had better not get tough with you because he'll have one hell of a time getting the job done without you. Jim had the snivelling brat in there and talked to him for quite a while before he phoned you to come in. Gabbing when there's work to be done--that's certainly a hell of a way to run things. You are on your way to Jim's office now, and have no intention of wasting time on words.

(Try to get into the spirit of this case and feel some of the emotions that would ordinarily be present.)

ROLE FOR JIM WELLS, DIVISION SUPERVISOR

You are the supervisor of a division employing about 75 men and women and 6 first-line supervisors. You like your job, and the supervisors and employees who work for you, and you feel that they cooperate with you in every way.

This morning you noticed that one of your first-line supervisors, Bill Jackson, was rather late in getting to work. Since Bill is very conscientious and was working on a rush job, you wondered what had happened. Bill is thoroughly dependable and when something delays him, he always tries to phone you. For this reason you were somewhat concerned and were about to call his home when one of Bill's men, a young fellow named Joe Blake, came in. Joe is a good-natured kid, just out of high school, but this time he was obviously angry, and said that he was not going to work for Bill another minute and was going to quit unless you got him another job. Evidently Bill had come in, started to work, and then lost his temper completely when young Joe didn't do something right.

Although Bill occasionally has had his bad moods, it is unlike him to lose his temper this way. This latest rush job may have put him under too much pressure but even so, his outburst this morning seems difficult to explain on any reasonable grounds. You feel, therefore, that something must be seriously wrong and if you can get Bill to talk about whatever it is that is bothering him you may get into an argument with Bill or criticize him in any way. Instead you are going to try to get him to talk about his troubles, listen to what he has to say, and indicate that

you understand how he feels about things. If Bill seems more angry than Joe's mistake could reasonably justify, you might suppose that there is something more behind all this and Bill would probably feel a lot better if he got it off his chest. If Bill is thoroughly angry with Joe, you may suggest that Joe be fired in order to demonstrate that you have not taken Joe's side in the matter.

You talked with Joe for several minutes and, after he had told his side of the story, he felt better and was ready to go back on the job. You just phoned Bill and asked him to drop around when he had a chance. Bill said he'd come right over and is walking toward your office now.

NEUROTIC EXECUTIVES TOUGH TO HANDLE*

A friend of mine, who is head of a large industrial firm, apologized for being late to dinner. "I just couldn't get away from the office," he said. "It seems I never can get away from the office very long."

I asked him what was so important and compelling there-- a merger, a new product development, some technical foul-up along the line? He scowled, and then grinned. "It's people," he said. "Ninety percent of it is people."

"I thought you had some good people," I said. "They've certainly made a fine record the last few years."

"Of course they're good people," he answered. "They're good in their jobs. But the problems don't relate to the jobs as such--they relate to the emotional life of the people, to their fears and their angers, their stubbornness and their childishness."

Emotional Growth

"That's why, he went on, "good executives and subordinates are so hard to find. Most of them are excellent technicians--they know their fields inside out--but their emotional growth is about one-tenth their intellectual growth."

"Why should this be so?", I asked.

*Article written by Mr. Sydney J. Harris.

"In my opinion," he said, "because it takes a certain kind of neurosis to succeed in most fields, and business is no exception. The well-balanced man tends to stay where he is, content with his lot--while the driven man climbs up the ladder, and he imagines he's part of the solution when he's really just as much part of the problem.

"My toughest job," he went on, "has little to do with our products or our sales. It has to do with a dozen or so men who often behave like children in a sandpile--envious of one another, grasping their pails to their chests, reaching for someone else's toy, and dead set in their own ways. And some are frightfully self-destructive.

Insecure

"Many of them are fearful and insecure, no matter how much success they've already had. You have to keep letting them know you love them and admire them and respect them. Their status is terribly important, all the symbols of corporate eminence are invested with an almost religious meaning to them, and so are the rituals of the business--once they've done something right, they want to keep repeating the same process, whether or not it's relevant to what's happening now.

"That's why I'm late for dinner," he sighed. "Not because I'm a big business tycoon--but because I'm a cross between a Nanny and Viennese psychiatrist, with a little bit of top-sergeant thrown in."

PEOPLE AND CHANGE*

The discouraging thing about attempting to change people is that we soon discover that we cannot do it alone--they must cooperate with us because in the final analysis only they themselves can change themselves. You don't change people--people change themselves. Regardless of how hard you try, how skillful you are, you cannot do the job alone.

PEOPLE CHANGE WHEN THEY ARE READY AND WILLING

People will only change when they see a need; when they are discontent with themselves as they are presently, and they are shown how they can benefit by being different. Some of the forces that can be used to motivate people to change would be for their personal gain; because of discontentment with themselves or things as they are; to avoid loss of what they already have, such as love, affection, respect, worldly possessions; or through blind obedience occasioned by love, fear, respect, or through intimidation or fear. It has been found that positive motivating forces are more powerful than negative in motivating most people to change.

WHEN THEY SEE A NEED AND KNOW HOW

People will only change to the way we want them to be when they see a need and they know how. They must be assisted or instructed in how to reconstruct themselves so that they will think and behave differently in the future. Sometimes this necessitates changing their facts, ideas, attitudes, beliefs, and emotions--and this requires skill, patience, and understanding on the part of the person attempting to affect the change.

WHEN THEY ARE MENTALLY AND/OR PHYSICALLY INVOLVED

People must be mentally involved if they are to change. Their intellects and emotions must be involved and must be altered to direct their future behavior. Change in people cannot come about passively -- they must actively participate in the change process. In attempting to instruct people we must do so in an interesting fashion, often over a long period of time, so they can construct new habit patterns that will become a permanent part of their future behavior.

WHEN THEY SEE A PERSONAL GAIN

People are selfish. To themselves, they are usually the most important person in the world. Whenever we wish to change them we must constantly think of how they will benefit or how they will gain if they accept the change. The degree to which we can convince them of their personal gain will usually determine their willingness to accept and co-operate with the proposed change.

People are as they are because they had a lot to do with making themselves that way. They usually like themselves the way they are. When we try to change them, even if they are willing, we should remember that they have been the way they are for many years and we should not expect radical changes in a short period of time. Change takes a tremendous amount of time, effort and patience.

*Wilson, Howard, "Changing Behavior and Preventing Resistance to Change," Administrative Research Associates, Deerfield, Illinois, 1960.

REPORTS FOR JACKSONS

1. Did you tell Wells what happened about you came to work"

Yes _____ No _____

If Yes, what was his reaction?

2. Whose fault was this? Why?

Blake _____ Jackson _____ Wells _____

3. Was the matter settled to your satisfaction?

Yes _____ No _____

Why? _____

REPORTS FOR WELLS

1. Did you get to the root of the problem of what was
bothering Jackson?

Yes _____ No _____ Why?

2. Whose fault was this? Why?

Blake _____ Jackson _____ Wells _____

3. Was the matter settled to your satisfaction?

Yes _____ No _____

How? _____

HOW CAN YOU SATISFY THESE 3 BASIC
PSYCHOLOGICAL NEEDS OF YOUR EMPLOYEES?

RECOGNITION _____

ACCEPTANCE _____

SECURITY _____

EMPLOYEE NEEDS

PERSON	CONDITION	NEED	SUBSTITUTE
A	Has five children	Food, clothing, etc.	
B	Wears overalls to work, wife a school teacher	Prestige	
C	Dependent on others	Recognition	
D	Buying a house	Job Security	
E	Bored with job	Responsibility	
F	Dislikes Boss or group	Escape	
G	Seniority	Face-saving	
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

THE COFFEE BREAK*

John Sharpe, a supervisor of a line operation in a government agency, is concerned about the continued violation of agency rules regarding coffee breaks. He has given strict orders that not more than the authorized fifteen minutes be taken for this purpose. He has issued several memoranda on the subject of coffee-break violations and has had personal discussions with individual violators. His employees seem to resent his efforts which have been to no avail.

- a. Why do employees often abuse the coffee-break privilege? Is there a solution to the problem?
- b. Should Mr. Sharpe present this problem to the work group at one of its meetings? Why?
- c. If the problem were presented to the group, how should it be stated?

* Herbert J. Chruden and Arthur W. Sherman, Jr., "The Work Group," Personnel Management, 2nd. Edition, South-Western Publishing Company, Cincinnati, Ohio, 1963, p. 392. Reproduced by special permission of the publisher.

GETTING WORK DONE THROUGH PEOPLE

Basic Needs of People:

Recognition
Opportunity
Security
Belonging
Others

Techniques of Good Human Relations:

1. Let each worker know where he stands - periodically discuss evaluations.
2. Give credit when credit is due - commensurate with accomplishments.
3. Inform workers in advance of changes -- informed workers are more effective.
4. Let workers participate in plans and decisions affecting them -- participation encourages cooperation.
5. Gain Worker's confidence -- earn loyalty and trust.
6. Know all your workers personally -- find interests, habits, and touchy points.
7. Listen to the ideas of your subordinates -- they have good ideas, too.
8. If the worker's behavior is unusual, find out why -- there is a reason.

-
9. Suggest or request whenever possible -- people do not like to be pushed.
 10. Explain why -- workers do a better job when they know why.
 11. Admit a mistake and apologize -- others will resent your blaming someone else.
 12. Show workers the importance of every job -- this satisfies the need for security.
 13. Criticize constructively -- show ways to correct criticisms.
 14. Precede criticisms with good points -- show him you are trying to help him.
 15. The supervisor sets the styles -- do as you would have your workers do.
 16. Be consistent in your actions -- let workers know what is expected.
 17. Show confidence in workers -- this brings out the best in them.
 18. Set proper goals -- give workers goals they can work towards.
 19. If one person gripes, find out why -- the gripe of one may be the grip of many.
 20. Settle all grievances -- one person's grievance affects everyone.
 21. Back up your workers -- authority must accompany responsibility.

THE HAPPINESS BINGE

by Wm. F. Schleicher

One phrase became the trademark of the great entertainer, Ted Lewis, "Is everybody happy?" Inasmuch as it is any entertainer's job to spread happiness, the phrase was apt. However, somewhere along the line, aided and abetted by well-meaning social scientists, personnel managers enlightened the stage into the factory, where it became the answer to all labor and production problems. "The happy worker is a good worker" was the new philosophy. Management went all out on a happiness binge and tried to form a happy family, and even in some instances, administered it paternalistically.

What is wrong with this philosophy?

A person does not expect to be happy at work, nor must it be assumed that he would like to be. He works because he must; work is as inescapable as death and taxes. Those things which mean true happiness to a person are generally found outside of the factory or office, in other activities. He works only to be able to participate in these after-hour pursuits. Management cannot persuade workers to be happy at machines or desks regardless of coffee breaks, picnics, insurance, etc. Management can, to be sure, make work more tolerable, more agreeable. But the very idea that he, the worker, is about to be happy, or that measures are being instigated to surround him with bliss and joy, is not particularly appealing to him. It just isn't what he wants!

One of the basic needs to the worker (aside from wages), whether in office or plant, is Professional Recognition from his superior. He wants to be part of a group, a recognizable segment of a large whole and not merely an expendable cog who must be kept happy with a picnic. He wants to contribute, and wants the contribution appreciated. He wants and needs Job Satisfaction and work in harmony with definite, worthwhile, stated objectives. He wants Respect for his job, no matter how insignificant the job may be.

The one thing he does not want is to be overlooked or treated as inconsequential; he too, wants to belong to the club. This does not apply only to the man on the machine, but also to the man in the next office. Happiness he can find outside of working hours, but Respect, Job Importance and Recognition, those are the vital pills which transform a worker into a colleague. Possibly, if management can slightly restate the happiness theorem and satisfy more basic human needs, management's face need not wear a strained smile.

UNIT V
LEADERSHIP

LEADERSHIPS AND HUMAN RELATIONS

Here are some contrasts between the behavior of the boss and the leader:

<u>THE BOSS</u>	<u>THE LEADER</u>
Drives and Orders	Coaches and Advises
Depends on his Authority	Depends on Good Will and Confidence
Engenders Fear	Inspires Enthusiasm
Says "I"	Says "We" and "you"
Fixes Blame and Fault	Solves Problems
Knows all the Answers	Consults and Seeks Advice
Makes Work a Drudgery	Makes it a Game
Directs Individual Effort	Inspires Group Effort
Sets all Goals and Standards	Asks His Group to Help
Says "Go"	Says "Let's Go!"

THE AMBITIOUS ONE

Lew Wilkens, in the opinion of his fellow supervisors, qualified as a "living-wire" type. Almost always pleasant, interested in people, and quite efficient, he left no stone unturned to improve the operation of his department. Further, he spent a great deal of time in outside reading on subject areas to improve conditions in his department. He did not parade his virtues, but many times he spent twenty minutes to a half hour with some other supervisor who stood to profit by his outside studies.

Although Wilkens did not volunteer his knowledge, he tended to be quite detailed in his explanations. He sincerely felt that, if a man asked him a question, the man deserved an explicit and detailed answer. However, some of the other foremen appeared to resent Wilkens. "He's ambitious, that one," some of them would say. "The thing that bugs me," said another, "Lew is all right, but if you ask him for the correct time, he tells you how to build a watch."

Wilkens was not entirely unaware of this feeling. However, he made no attempt to detract from himself or to flatter other people.

"The trouble with you," said one of his colleagues, "is that you are overdoing the job."

"In what way?" asked Wilkens.

"Well, you give us the impression you work at your job around the clock. Are you bucking for general manager or something?"

Wilkins smiled. "To me," he said, "the proper attitude is to do your job as well as you can and--"

"Hope management notices how good you are," broke in the other man.

"Well," said Wilkins, "you may as well know how I feel. I'm here for eight hours or more a day. I want that time spent constructively."

"Real ambitious, huh?"

"Sure I'm ambitious."

"Well," said the other man, "I don't want to say too much, but it is my opinion that, in setting yourself up as a shining light, you make the rest of us (who don't have the time to spend all hours studying) look a little worse than we really are."

"That's ridiculous," replied Wilkins. "It almost seems to me that you're suggesting that I should make myself look worse than I really am in order to make you look better."

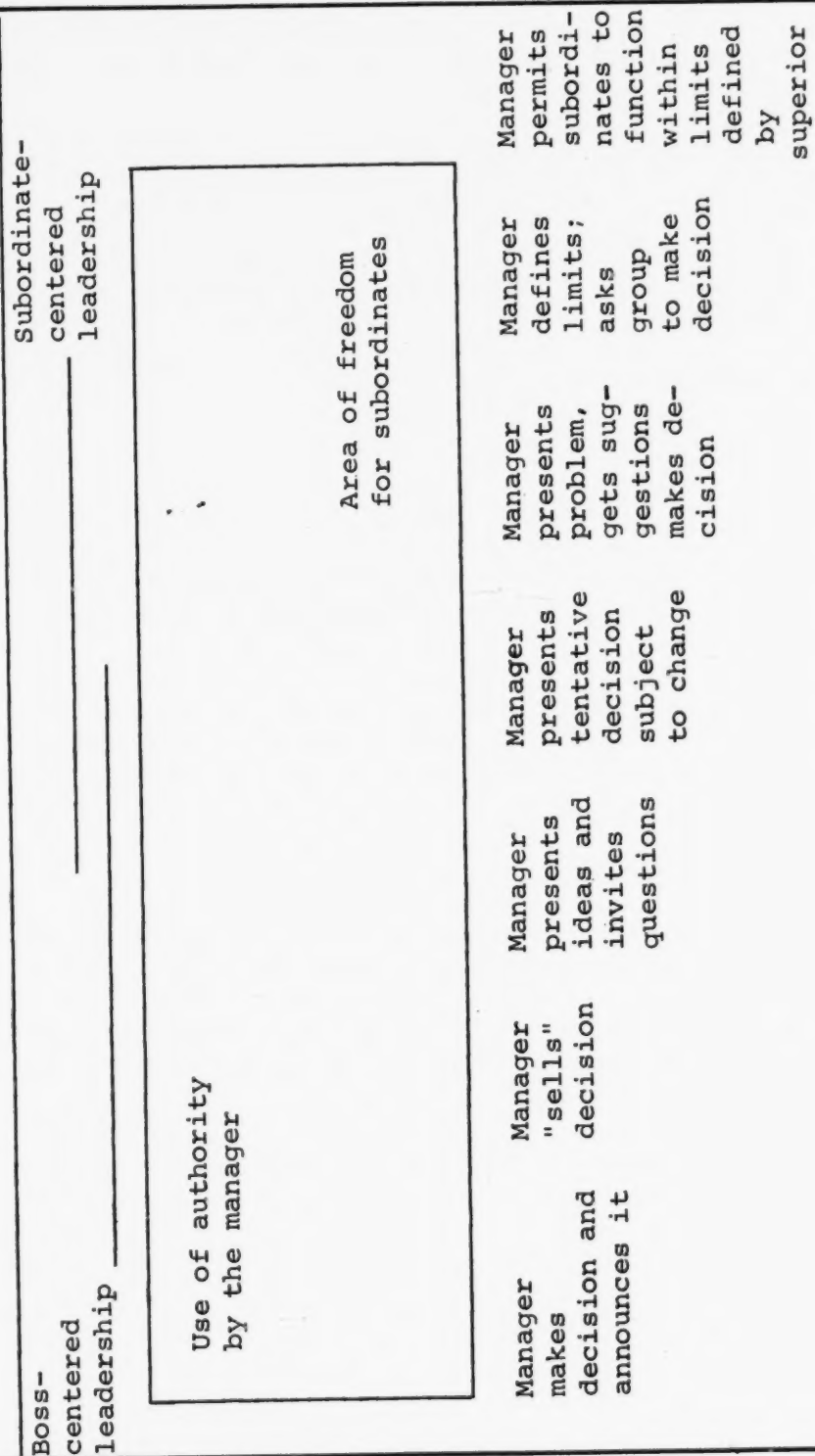
Questions:

To what degree is some resentment, possibly based on envy inevitable when one man is moving ahead?

At the turn of the century, to be ambitious was almost equivalent to being good. What forces operate today to discourage self-improvement?

Does it sometimes require courage to stand out from the crowd?

CONTINUUM OF LEADERSHIP BEHAVIOR



Source: R. Tannenbaum and W. H. Schmidt, "How to Choose a Leadership Pattern," Harvard Business Review, Vol. 36, No. 2 (March-April, 1958), p. 96.
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7 STEPS TO HELP MANAGERS GET THINGS DONE

"When an employee doesn't follow out an order properly, it's hardly ever his fault," says Dr. Ernest Pigors of M.I.T. People don't want to do the wrong thing on purpose. When things go wrong, it's almost always because the person who gave the order didn't do it properly.

To combat this, Dr. Pigors studies exactly what is involved in the giving of an order, and came up with the following seven steps to help managers INSURE their orders are properly carried out.

1. PLANNING. The manager must first decide in his own mind what needs to be done--what the order is to be--and pick, very carefully, the RIGHT man to carry it out.
2. PREPARING THE ORDER-RECEIVER. The man receiving the order should understand exactly what the order means. The way to accomplish this, says Dr. Pigors, is to get the employee involved. If chairs, for instance, are to be moved from one room to another, tell him WHY they have to be moved. This not only involves him, but also perks up his attention and he is ready to receive the order.
3. PRESENTING THE ORDER. "In presenting the order," says Dr. Pigors, "voluntary cooperation is the goal." Words can be tricky. If, for instance, a manager goes up to an employee and says: "Get that box out of here!" he might do just that--throw it in the garbage can. When the manager later asks where the box of "new napkins" is, all the employee will say is "I did what you told me." The manager, then, has been hit by what Dr. Pigors calls "malicious obedience." And the double meaning protects the employees.

The language, then, should be common and clear. Most important is that the order is said in a MANNER that encourages VOLUNTARY cooperation.

4. VERIFICATION. When the manager has verbally presented the order, he should ask to have it repeated to him.

"People listen very poorly," says Dr. Pigors. "If six people stood side by side and one simple sentence was whispered into the ear of the second, etc., by the time the sixth man said it aloud, it would be totally different from the original simple sentence." It should never be assumed that the employee understands. Orders should be REPEATED.

5. ACTION. Action is involved in the giving of the order. If the order is of an immediate nature, see if the man starts to do it. If he doesn't start to do it, "find out why not."

6. FOLLOW UP. "Actually go and see if the order has been followed.

7. APPRAISING. Finally, Dr. Pigors says, "The manager should ask himself, "How am I doing? Do I understand all that's involved in the giving of an order? If I'm going wrong--where am I going wrong and why?"

UNIT VI
MORALE AND ITS APPRAISAL

A MORALE SURVEY *

The management of a Midwestern cannery employing 1,500 individuals engaged in preparing and canning baby foods for national marketing was concerned about the morale of its employees. There had been many indications in the past year that morale was lower than it had been in many years, in spite of the steady employment and good wages. Management decided that it was time to make use of modern methods by which employee morale could be surveyed and hired a consultant to plan and conduct the survey.

For about two weeks, the consultant and the assistant personnel manager of the company met with representatives of management, the employees, and the union and discussed the objectives of the proposed survey, including the methods to be used in obtaining and in reporting the information to management and the employees. A definite date was set for conducting the survey, and all employees were given the details concerning the purposes of the survey and how it would be conducted.

On the day scheduled for the survey, employees were assembled in groups of 200 in the company auditorium. After a brief orientation by the assistant personnel manager, the consultant took over the meeting and administered the questionnaire. The questionnaire, prepared by a national firm and known to be among the best, contained about 100 items that the employees answered by checking "agree," "disagree," or "undecided" on separate answer sheets. Provision was also made for employees to write comments on the back of the answer sheet concerning any areas of their jobs that were particularly favorable or unfavorable. The only identification that employees entered on the questionnaire was their crew number.

After all employees had participated, the personnel department, with the aid of the consultant, tabulated and summarized the results. Reports, broken down by each major department in the plant and by crews, were prepared for submission to the department heads concerned and the plant manager. These reports included several scores, based on a standardized scoring system, that covered many areas under management's control. These scores represented the employee's attitudes concerning job demands, working conditions, communication, etc., for the crews and departments compared with other groups in the plant. The answers that employees had written to open-ended questions were studied and summarized to facilitate their use by those concerned.

The following is an extract from the company report that was sent to the manager of the Preparation Department. It concerns a crew of thirty female workers (Crew X-31) engaged in preparing meats and vegetables for canning. The crew is under the general supervision of the general foreman, who in turn has three foreladies who are responsible for him. Employees are paid on the basis of straight time, plus incentive bonuses.

EXTRACT OF REPORT

The statistical analysis of the morale questionnaires for this crew reveals that opinions toward the company as a whole, top management, and other areas measured are quite favorable. Employee opinions toward the following areas, however, are quite unfavorable:

- Friendliness and cooperation of employees.
- Supervisor and employee interpersonal relations.
- Technical competence of supervision.

The comments that employees wrote on their answer sheets concerning the three areas viewed unfavorably were summarized as follows:

FRIENDLINESS AND COOPERATION OF FELLOW EMPLOYEES. There are apparently "Queen bees," i.e., older female employees who adopt a bossy and domineering manner regarding those with less seniority. These employees boss others around.

A common complaint among the employees is that the service boys cheat and that some employees are given a better grade of ingredients to process.

Those ordinarily engaged in the preparation of vegetables resent being transferred, when necessary, to the preparation of chicken on the basis that they cannot make a sufficient bonus. They suspect favoritism at such times.

SUPERVISOR AND EMPLOYEE INTERPERSONAL RELATIONS. The General Foreman many times bypasses the foreladies in contacts with employees.

There are frequent changes in work that come up without warning or explanation, allowing only time to give orders to change what is being done and to transfer employees over to other types of work where there perhaps is less bonus to be made. The forelady, therefore, becomes more often than not the harbinger of bad news rather than the motivator.

Scheduling of rest periods is a problem.

TECHNICAL COMPETENCE OF SUPERVISION. Although there is possibly enough equipment available for the women to do their jobs, equipment does not seem to be in the right place at the right time. Food carts are one of the main shortages, and any change in work amplifies this.

Employees do their job the same way day after day, but the inspector can change his mind about interpreting the procedure. He then writes a note about the employee, giving name and badge number to the plant superintendent. The employee sometimes gets a written reprimand, and this causes friction. The employees feel that it should be brought to their attention in some other way. There have been times when the employees tried to retaliate by damaging company property.

a. If you were the manager of the Preparation Department, what immediate action would you take on the basis of this report? What long range action would you take?

b. Are there any areas that seem to call for action being taken by other departments in the company?

c. Should the information contained in this report be released to other departments in the company?

d. Would the department manager be justified in recommending the replacement of the general foreman or the foreladies of Crew X-31 on the basis of the findings from this survey? Why?

e. Was this survey necessary? Could not management obtain the same type of information by just keeping its eyes and ears open? Discuss.

*Herbert J. Chruden and Arthur W. Sherman, Jr., "The Work Group," Personnel Management, 2nd Edition, South-Western Publishing Company, Cincinnati, Ohio, 1963, pp. 428-429. Reproduced by special permission of the publisher.

THE CASE OF THE OVERHEARD CONVERSATION

Howard Fox, General Office Supervisor, ducked into a doorway to light a cigarette as he left the office. As he did, two of his employees walked past. Neither noticed Howard. Howard started to wave hello when he realized they were talking about him. "What a line of malarkey Howard gives you," said the first employee. "He got me in the corner this afternoon and told me he couldn't run the place without me. That I was his number-one boy."

"He told you that too?" responded his companion. "Maybe in your case he means it. But I don't pay any attention to his compliments any more. I found out he gives everyone the same pep talk. Even when I blow a job and expect to catch the devil for it, he's just as sweet as sugar."

"To tell you the truth," said the first employee, "I wish he would let me know for real how I stand. It may be fine to have a boss who talks nice to you. But I'm afraid he tells me one thing and then runs me down to someone else in the office. You know how lousy a job Pete does filling our reports. Well, Howard picked up Pete's reports the other day and even he was shocked. There were at least three grave errors in it. Pete looked up and said "Anything wrong, Howard?" You know what Howard said? Nope. Glad you got this in on time. But here's the clincher! Howard came over to my desk to chew the rag and in less than five minutes he's telling me how he can't trust Pete with the reports any more. He'll have to give them to me in the future. Why doesn't he straighten Pete out, anyway?"

"That's the trouble with Howard all right. He's so eager to make people feel happy that he never levels with you."

"I'm not worried about Pete," said his companion.
"What I worry about is what Howard tells others about me
that he can't tell me to my face."

As the two men walked away Howard tosses his unsmoked
cigarette into the gutter. He turned about into the
building and went back into his office. He sat at his desk
without turning on the light. Then he began to think.

1. What do you suppose Howard was thinking about?
2. What was wrong with Howard's approach in dealing with
his employees? Was he all wrong?
3. If you could advise Howard, how would you tell him to
improve his status among his employees?

4-STEP METHOD FOR HANDLING
HUMAN RELATIONS PROBLEMS

STEP 1 - GET THE FACTS

Review past performance.
Find out what policies and rules apply.
Talk with individuals concerned.
Get opinions and feelings.
BE SURE TO HAVE THE WHOLE STORY.

STEP 2 - WEIGH AND DECIDE

Fit facts together and consider their bearing on each other.
What possible actions are there?
Will the policies of the organization allow me to take this action?
What will the effects be to the individual, group, and production?
DON'T JUMP TO CONCLUSIONS.

STEP 3 - TAKE ACTION

Are you going to handle this yourself?
Do you need help in handling it?
Should you refer this to your superior?
Select proper time and place of action.
DON'T PASS THE BUCK.

STEP 4 - CHECK RESULTS

How soon will you follow up?
How often will you need to check?
Watch for changes in output, attitudes, and relationships.

DID YOUR ACTION HELP PRODUCTION?

UNIT VII
GROUP DYNAMICS

PUT CLIQUES TO WORK FOR YOU*

The management of cliques is a rapidly growing field of executive action. Already many companies have given up formal organization charting in favor of more sophisticated analysis.

The rewards are obvious: More cooperative people, more productive workers, easier installation of improvements by engineers and accountants, less conflict and confusion rising to the top, greater unity of effort.

Such social scientists as Dr. Rensis Likert of Michigan and Dr. Chris Argyris of Yale have studied and written extensively on the subject of cliques. Dr. Argyris describes the possibility of better management of informal organizations as the next great break-through in management theory and practice. These scientists declare that the dual goals of the clique in business—desire for security and for participation in the decisions which affect them—are finding their way into organization planning in many firms. No mere academic exercise, the management of the clique is for high stakes.

For one thing, cost reduction programs have often pointed up the fact that the people at the top of the organization can't seem to maintain touch with the people at the bottom, no matter how loudly they shout or how keenly they listen. Probes to find the reason have indicated that the clique is a block to real communication.

For another thing, information about policies, procedures, rules and regulations doesn't come out at one end in the form of behavior the boss intended when he put it in at the other. Systems which are completely logical just don't work the way they were designed to work. Industrial engineers seem to find new heights of employee and clique ingenuity in undermining incentives and method improvement.

Still another management problem which seems to center around the clique organization is the failure of specialist groups to coordinate, mainly because they become special interest groups which don't communicate. In many engineering and research labs, for example, the multiplication of technical jargon by the cliques has become almost comparable to the tower of Babel.

Multiplied throughout the company, it's more than the electrical engineers not pulling in harness with the mechanicals; it's the accounting clique battling the sales clique, the quality clique scrimmaging the production crowd, the union bunch fighting everybody, the office fighting the shop, the old-timers fighting the young college Turks, and the company losing in every case.

Finally, the cliques are the building blocks of that much criticized figure, the organization man. The clique makes its members conformists who suppress their individuality in order to retain membership and popularity with the informal group with which they work. To the extent that the clique places no premium upon individual effort or creativity, the skills of imitation and cooperation become paramount.

As the full dimension of the cliques influence becomes more apparent, many of the methods for handling human relations and communications problems become increasingly inadequate, overmatched by the problems they are expected to solve.

In format the clique appears as a small group; the graduates of a particular school, practitioners of a special occupation, or a few people bound together by ties of sentiment, common interests, or like social ties.

The clique is a spontaneous, informal, natural cultural formation inside the organization. It controls its members favorably or unfavorably insofar as the company is concerned.

Since management can neither order the clique out of existence nor circumvent it by industrial engineering or directives, the logical course is to prevail on the group to act in the firm's interest.

A number of steps can lead toward this result. Summarized, these include:

Recognize that cliques exist.

Train managers to deal with them.

Catalog the major segments of the clique organization.

Study operating techniques of cliques.

Work through informal leaders.

Plan facilities so they will establish social status.

RECOGNIZE CLIQUES EXIST

Cliques exist in every human organization, including the family, the church, unions, the government as well as business firms. No master plan or sinister conspiracy is needed to start one--only a few people having common interests, fear of the boss, or pride of achievement. Many large and imposing clubs have grown out of a clique founded on the habits, likes, dislikes, sentiments, interests and endowments of a group of individuals.

Management which denies that cliques exists is merely putting obstacles in the way of steps which might lead to a more sophisticated treatment of the subject.

Acceptance of cliques as going concerns, and an effort to understand their nature and scope, will pay dividends in the adoption of policies and practices designed to enlist them into channels of help and increased productivity.

TRAIN MANAGERS

One of the basic steps in getting a grasp on the clique situation must include some basic training of management in group relations and the specifics of informal organization. Human relations training in the past has often been oriented toward studies of individual behavior without attention to the group processes.

Although it's obvious that the group consists of individuals, mere understanding of individual motivation without some practical knowledge of how the clique modifies this behavior is only half the story.

Mary Jones may want to produce more work in the typing pool; but she has learned that if she is too productive she won't be invited to the little luncheon and gossip dates which also are important to her. With cliques in mind we still study the individual; but we pay more attention to how Mary meets her individual needs through group approval.

John Jones, engineer, may be more interested in what the boys down at the engineering society think of him than what his boss thinks, or even of what he thinks, or even of what he thinks of himself.

Putting this basic importance of the group across to the supervisor, the manger, the technician and the staff man is a key step in managing the informal organization.

CATALOG CLIQUE SEGMENTS

With a management and staff aware of the importance and nature of cliques, a company can catalog the major cliques and learn how they react to one another and to the company. This is best done by the people who are actually on the spot as managers, engineers, and staff people. The foreman of Department 10, for example, will know his people as individuals, and can easily plot out the major cliques in his department.

He knows that the mechanics are one clique, the old-timers another, the operators of certain sections a third, and so on. He can further tell how they get along, who is considered highest on the social scale of the shop, who likes whom.

Top management can usually spot the major clique divisions.

In one chemical company, for example, the major clique consists of graduate chemists who will move up the line in management. Generally the four major subdivisions of cliques will include:

1. Top management--the boys on mahogany row.
2. Supervisors--the white-collar bosses in the shop.
3. Technicians--accountants, engineers, and others whose work is primarily concerned with improving other people's effectiveness.
4. Workers--the clerks, typists, machine operators, laborers, salesmen.

Within each of these major subdivisions are cliques. Even in top brass, there will be cliques. The girls in the secretarial pool from a particular school may be a worker clique, the engineers in the sales force, or the Harvard Business School men in executive row.

In looking for cliques, the key seems to be to identify common ties which people might have. These ties can be affection, pride, insecurity, hatred, or simple gregariousness. The resulting cliques will have similar forms. Usually they are about as strong as the emotion which caused the members to drift together into a clique in the first place. Sometimes direct questioning will elicit accurate answers about cliques.

People are especially aware of cliques about them in social status, or to which they aspire. They often deny the existence of their own, not because they want to hide its existence, but simply because they don't recognize it as one.

STUDY CLIQUE OPERATING TECHNIQUES

The most important operating technique from a business viewpoint is the clique's ability to control its members' actions, especially their productivity creativity and co-operativeness. A worker, who does more work than the clique has arbitrarily decided is a safe or decent amount, risks ostracism. This control system can work to restrict output or upset the most soundly planned incentive system. It can also carry through to fabulous success any management plan which fits in with the special goals the clique has set. It resists change with enormous effectiveness.

The weapons of control most often used are exclusion from social contact, failure to include in luncheon groups, small talk or help on the job.

The clique rations congeniality and warmth, and sometimes extends its influence into the community. Unless the offender has some hope of being included in a different and better clique, there is little chance of his swimming upstream against his own clique.

The supervisor who can identify the cliques and their control systems can go further and seek out the basis of clique standards of control.

The best leaders get the clique pulling for them. In fact, they become informal leaders of the clique as well as the formal leaders assigned by management. The most effective and productive teams are cliques that have aligned their own goals with those of the administration.

Assigning good workers to a hostile clique or one with low standards can only result in spoiling the workers. On the other hand, putting a loafer with hard-working groups can often boost his performance up to the group standard through clique controls.

One key indicator of group operating methods is a special language. Often this is simply a new use of plain English. In other cases it involves development of special jargon, such as "gandy dancer" on the railroads. Often these words are functional words commonly used in the day-to-day technical aspects of the job. In others, they are simply profanity. Occasionally, they are inside jokes, or hints, and innuendoes.

The manager who is sensitive and observant will find that these things are open signs which a keen observer can interpret. With such indications of group sentiment, the manager can take steps to avert bad results, and encourage favorable ones, if he can interpret these signs as evidence of the modus operandi of the clique. In some cases, he may be required to proceed regardless of group sentiment, but with forewarning of resistance.

In other cases, he can try a different approach, or even defer his action with a view to winning clique support for his plan.

WORKING THROUGH INFORMAL LEADERS

Every informal organization has its informal leaders. These leaders are not appointed by management, not selected by plebiscite, and have no guaranteed tenure. They are the individuals who seem best to articulate the emotional state of the group, and are most sensitive to its sentiments. Once established they are entitled to lead the group in particular situations, policing backsliders, and setting an example for the rest.

It is here that the greatest opportunity exists for working through the clique. If the assigned leader, foreman, office manager, or executive can earn the support of the clique, he will become its leader, even though he has a singular role in the group and serves management first.

If he speaks the language of the clique, he holds a key to moving the group toward standards which are satisfactory to the company and at the same time pleasing to the clique.

By controlling the communication system, he exercises special powers over group behavior. In practice, he can hold onto his informal leadership only so long as the group identifies him as being one of them. Once excluded because he has threatened the group's solidarity or made it feel inadequate, he will lose this control.

The group operates in such a way that a foreman may also be accepted by a worker clique. Cliques are loose groupings and a single individual may belong to several of them, even those with opposing interests.

A person who is in good standing in several cliques is in a position to bring about teamwork, cooperation, and unity of effort.

The evidence seems to point to the organization man as the best manager for getting the clique to pull toward company goals. The nonconformist who wears a beard and Bermuda shorts to work can be productive only so long as the clique accepts this as normal behavior and him as one of the group.

Tossed out of membership by the clique, the loner is likely to become so ineffective that he will be discharged for inefficiency, not merely because he fell out of step with the group.

Managers normally find that they need the cooperation of three or more cliques in order to function with any success.

They are obliged to get cooperation the informal organization way. Informal leadership as a method of managing then becomes skill in joining several cliques without seeming to be inconsistent to any of them. From inside, a leader can sway the group toward the company goals.

PLANNING FACILITIES

The physical facilities of the plant or office are important in managing the clique organization. Every desk, chair, telephone, rug, and tool used in the technical performance of work has a veneer of social significance in addition to its functional usage. These serve to establish the social status of the persons to whom they are assigned. So do inequities in the assignment of office space, in tools and in differences in pay.

Being founded on sentiment, the clique cannot rise above the somewhat petty considerations of small differences in working conditions. It will buzz loudly at changes in desks, work layout, convenience, and facilities which the social scientists call status symbols. Complaints are not based on actual physical comfort or discomfort, but on the social effects of change on the group.

In one case, a group of draftsmen in a New Jersey company stopped work because new air conditioners were installed in their department. Baffled by this reaction, the chief engineer spent several hours chatting with a delegation, explaining how the pieces were chosen, who selected them, and explaining "why the draftsmen weren't consulted."

Consulting key cliques may be an important consideration in managing the clique. Often it means that key cliques must be involved in this planning; or at best, the managers of the respective departments must be consulted on the possible ramifications of such change.

MOTIVATION

A CASE PROBLEM

THE PAJAMA FACTORY

Some years ago an experiment was conducted at the Harwood Manufacturing Company. The plant had about 500 women and 100 men engaged in manufacturing pajamas. The average age of the employees was 23 years, and the average education was 8 years of grammar school. Most of the employees were from rural, mountainous areas surrounding the town and had no prior industrial experience. Because of its policies, the company had enjoyed good labor relations since the day that it commenced operations.

The experiment was designed to determine why employees often resist changes that are made in various aspects of their jobs. Management had determined that it was necessary to change work methods in order to reduce production costs and used this opportunity to study employee resistance to change.

One group of employees - the control group - went through the usual factory routine when their jobs were changed. The production department modified the job, and a new piece rate was set. A group meeting was then held in which the control group was told that the change was necessary because of competitive conditions and that a new piece rate had been set. The new piece rate was thoroughly explained by the time-study man, and questions were answered.

The experimental group was handled quite differently. In a group meeting that was held with all the employees to be affected by the change, the need for the change was presented as dramatically as possible by showing two identical garments produced in the factory; one was produced

in 1947. The group was asked to identify the cheaper one and could not do it. The demonstration effectively showed the need for cost reduction. A general agreement was reached that a savings could be effected by removing the "frills" and "fancy" work from the garment without affecting the folders' opportunity to achieve a high efficiency rating. Management then presented a plan to set the new job and piece rate, as follows:

1. Make a check study of the job as it was being done.
2. Eliminate all unnecessary work.
3. Train several operators in the correct methods.
4. Set the piece rate by time studies on these specially trained operators.
5. Explain the new job and rate to all the operators.
6. Train all operators in the new method so they can reach a high rate of production within a short time.

The group approved this plan and chose the operators to be specially trained. A submeeting with the chosen operators was held immediately following the meeting with the entire group. They displayed a cooperative and interested attitude and immediately presented many good suggestions. This attitude carried over into the working out of the details on the new job. When the new job and piece rates were set, the "special" operators referred to "our job," "our rate," etc. The "special" operators served to train the other operators on the new job.

The results for the two groups that worked under the same supervisor were quite different. The control group improved little beyond their earlier performance. Resistance developed almost immediately after the change occurred. Marked expressions of aggression against management occurred, such as conflict with the methods engineer,

expression of hostility against the supervisor, deliberate restriction of production, and lack of cooperation with the supervisor. There were 17 percent "quits" in the first forty days. The experimental group, on the other hand, showed an unusually good relearning curve. At the end of 14 days, their group averaged 61 units per hour. During the 14 days, their attitude was cooperative and permissive. They worked well with the methods engineer, the training staff, and the supervisor. There were no "quits" in this group in the first 40 days.

- a. What effect did employee participation in determining work methods have on their job performance?
- b. Why did the employees in the control group act differently from those in the experimental group toward their superiors?
- c. Is it good business practice to have employee participation in work methods and other matters related to the job? Why?
- d. Have you ever observed resistance to change in yourself? What were the conditions that brought about the resistance?
- e. What attitude should the supervisor have toward employees who are resisting change? What can he do to help reduce the resistance?

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HOW TO MAKE YOUR CONFERENCE MORE EFFECTIVE

The secret of conducting a successful conference lies in getting the members of the group to do more of the talking.

"Conferences" in which the leader himself or one of two members of the group do all the talking are usually lacking in snap and interest.

LET THE MEMBERS DO THE TALKING:

Encourage group to work things out for themselves.
Leader keep discussion centered on the problem.
Leader asks questions that cannot be answered by "yes" or "no."
If asked a question, throw it back to the group.

MAKE MEMBERS DEFEND THEIR POSITIONS:

Members should back up statements by actual experience or facts.
Do not accept unfounded opinions.
Keep asking WHY.

WELCOME ARGUMENTS:

Encourage arguments on the problem, however, not TOO heated.
Play one side and one opinion against the other.
Comments must be kept impersonal.
Keep on the topic.

ENCOURAGE EXPRESSION OF IDEAS:

Keep discussion flowing.
Keep one man from talking all the time.
Let only one man talk at a time.

KEEP THE MEETING INFORMAL:

Rule of courtesy should guide action.
Arrange the chairs so that all men can see all other
members.
Avoid academic atmosphere.
Watch ventilation.

REACH DEFINITE CONCLUSIONS:

Keep discussion focused on each of the subjects listed.
Not necessary that all agree but some should.
Best thoughts of group should be available to all those
in attendance.
Stop the discussion at its height and start summarizing.
Don't let discussion die out.

PRINCIPLES OF GROUP BEHAVIOR

1. Successful group productivity depends on the ability of the members to exchange ideas freely and clearly and to feel involved in the decisions and the processes of the group.

2. A collection of capable individuals does not always produce a capable group. Mature adults often form an immature working group. When people get together, they assume a character and existence all their own, growing into a mature working group or become infantile in their handling of problems. A number of investigators are now studying this area of group pathology, identifying reasons why some groups fail to be creative and productive.

3. Groups may be helped to grow to maturity; they need not develop like Topsy. By using appropriate procedures, groups can become more productive, channel energies into effective work, and eliminate or replace internal conflicts that block group progress.

4. The ability of a group to function properly is not necessarily dependent upon the leader. No group can become fully productive until its members are willing to assume responsibility for the way the group acts. Any group can benefit from a skilled leader, but to get creative group thinking, group decisions, and group action, research evidence indicates that many different roles are required. The effective leader must realize (and help the members to realize) that contributing to the total task of leadership is a responsibility of each member.

*Taken from: Gordon L. Lippitt and Edith W. Seashore, "A Leader Looks at Group Effectiveness," Looking Into Leadership, Executive Library, Leadership Resources, Inc., 1750 Pennsylvania Ave., N. W., 1966. Reproduction permission granted by the authors and the publisher.

STEPS IN CONDUCTING A CONFERENCE

1. Open the meeting -- prepare the group.
 - A. Make introductory remarks -- put group at ease, cordial greeting, appropriate story, etc.
 - B. State the purpose of the meeting -- objectives to be attained.
 - C. Explain the procedure to be followed.
2. Select or present the topic to be discussed.
 - A. State clearly.
 - B. Define terms if necessary.
 - C. Limit the topic or scope of discussion.
 - D. Use an example, case, illustration, or demonstration as necessary in presenting the topic.
3. Conduct the discussion -- gather information through group participation.
 - A. Encourage participation, pooling of ideas, mutual exchange of experiences.
 - B. Keep control of meeting -- prevent anyone from monopolizing the discussion.
 - C. Get group evaluation of the information and ideas presented.
 - D. Frequently analyze and summarize the progress.
4. Summarize the discussion and/or draw conclusions.
 - A. Indicate the highlights of the meeting.
 - B. Summarize the expressed ideas, opinions, experiences and suggestions.
 - C. Arrive at conclusions or solutions -- what the meeting accomplished.
 - D. Decide on a plan of action and follow-up.

PRINCIPLES OF INDIVIDUAL BEHAVIOR

1. A person can only behave in terms of what to him, seems to be so; not according to the "facts."
2. What seems to be so, exists and can, therefore, be dealt with in the present.
3. Much of a person's behavior is a result of his conception of himself.
4. Everyone has a basic drive toward competence and personal fulfillment.
5. Although a person strives toward competence this striving can be stifled when he is threatened rather than challenged.

PRINCIPLES DEALING WITH GROUPS

1. All group experience contains within them the elements of two kinds of problem-solving (a) those which arise out of the efforts of individuals trying to work together as members of a group; (b) those directed toward accomplishing the goals of the group.
 2. Organization and planning contribute to productive group activity only when it clearly specifies goals, outlines goal appropriate behaviors and states the outcome of an acceptable performance.
 3. Anxiety over interpersonal conflicts takes priority over and interferes with progress toward accomplishing goals.
 4. The experiences and demands of the work group represent but a fraction of the person's involvements and interests in living.
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5. The most effective social organization of effort in a work group will vary from task to task and should be determined by careful consideration of the requirements of the task and the state of affairs in the group.

GUIDELINES FOR EFFECTIVE GROUP BEHAVIOR

AN EFFECTIVE GROUP

1. Has a clear understanding of its purposes and goals.
2. Is flexible in selecting its procedures as it works toward its goals.
3. Has achieved a high degree of communication and understanding among its members. Communication of personal feelings and attitudes, as well as ideas, occur in a direct and open fashion because they are considered important to the work of the group.
4. Is able to initiate and carry on effective decision making, carefully considering minority viewpoints, and securing the commitment of all members to important decisions.
5. Achieves an appropriate balance between "group productivity" and the satisfaction of "individual needs."
6. Provides for sharing of leadership responsibilities by group members--so that all members are concerned about contributing ideas, elaborating and clarifying the ideas of others, giving opinions, testing the feasibility of potential decisions, and in other ways helping the group to work on its task and maintain itself as an effective working unit.
7. Has a high degree of cohesiveness (attractiveness for the members) but not to the point of stifling individual freedom.

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8. Makes intelligent use of the differing abilities of its members.
 9. Is not dominated by its leader or by any of its members.
 10. Can be objective about reviewing its own processes. It can face its problems and adjust to needed modifications in its operation.
 11. Maintains a balance between emotional and rational behavior, channeling emotionality into productive group effort.

UNIT VIII
COMMUNICATION

COMMUNICATION

A CASE PROBLEM

SUSAN

It would soon be time for the annual award banquet held for employees of the Eastern Affiliated Insurance Company, and plans were being made for the gala event. Those employees with five years or more of service were scheduled to receive pins. Susan Hendershot, an employee with 35 years of service, was to be the guest of honor and was to sit at the head table with the president and other company officials. Public relations had sent out news releases, banquet programs were printed, and the word was being spread throughout the community and the company that Susan with her 35 years of service was the pride of Eastern.

Three days before the award dinner the personnel manager and the executive vice-president were going over some problem areas in the company. They came to the conclusion that Susan had too many old-fashioned ideas that did not fit in with company policy and that the department of which she was manager was being operated in a manner that was not consistent with other departments. They decided to call Susan in that day and talk over these matters with her. The longer they talked with Susan the more disagreeable she became until finally she stormed out of the room with the exclamation that she would see what could be done to improve her department operations but that she was not going to attend the award banquet.

- a. What are the implications of this situation in terms of good communication and management?

b. How would you handle the problem?

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COMMUNICATION

A CASE PROBLEM

FACTS AND INFERENCES

Instructions

Read the following story and take for granted that everything it says is true. Read carefully because, in spots, the story is deliberately vague. Don't try to memorize it since you can look back at it at any stage.

Then read the numbered statements about the story and decide whether you consider each one true, false, or questionable. Circling the "T" means that you feel sure the statement is definitely true. Circling the "F" means you are sure it is definitely false. Circling the "?" means you cannot tell whether it is true or false. If you feel doubtful about any part of a statement, circle the question mark.

Take the statements in turn, and do not go back later to change any of your answers. Do not reread any of the statements after you have answered them. Such altering or rereading will distort the test.

The Story

John Phillips, the research director of a midwestern food products firm, ordered a crash program of development on a new process. He gave three of his executives authority to spend up to \$50,000 each without consulting him. He sent one of his best men, Harris, to the firm's West Coast plant with orders to work on the new process independently. Within one week Harris produced a highly promising approach to the problem.

Statements About the Story

1. Phillips sent one of his best men to the West Coast plant..... T F ?
2. Phillips overestimated Harris's competence..T F ?
3. Harris failed to produce anything new.....T F ?
4. Harris lacked authority to spend money without consulting Phillips.....T F ?
5. Only three of Phillips' executives had authority to spend money without consulting him.....T F ?
6. The research director sent one of his best men to the firm's West Coast plant.....T F ?
7. Three men were given authority to spend up to \$50,000 each without consulting Phillips.....T F ?
8. Phillips had a high opinion of Harris.....T F ?
9. Only four people are referred to in the story.T F ?
10. Phillips was research director of a food products firm.....T F ?
11. While Phillips gave authority to three of his best men to spend up to \$50,000 each, the story does not make clear whether Harris was one of these men.....T F ?

Discussion Questions

- a. Why is it important to distinguish between facts and inferences?
- b. In what ways can the executive use his knowledge about facts and inferences in communications with subordinates?

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EVEN THEIR BEST WORKERS WON'T TELL THEM

By Milton J. Wiksell and Carl Weaver

This article concerns itself with the communicative behavior of foremen as perceived by workers. Inasmuch as employees may be fearful of exposing their foremen and their companies, unsigned reactions were requested from various union members in their educational classes. Over 200 checked the statements in the survey.

Some general observations should be made at the outset. The respondents chosen worked for a sizable number of foremen in some of our industries of national economic significance in scattered areas of Michigan, Wisconsin and New York. It was at once obvious in looking over the questionnaires that many of the workers were dissatisfied with their jobs because of poor communications. On the other hand there were a number of workers who expressed satisfaction with their foremen's communications and were pleased with their firms' interest in and emphasis on good communications. It is, of course, a recognized fact that other factors besides communications affect workers' impressions. But we are primarily concerned with the communicative aspects.

UNDERCOMMUNICATION PREVAILS

Perhaps the most important discovery in this entire project is the extent to which "undercommunication" prevails. For it was found that a majority of workers (53%) checked the statement. "We get most of our information through the grapevine." Also, only 18% felt that their foremen had fully explained to them company operations and policies. We need not dwell here on the significance of these findings when we realize that information can be distorted every easily as it travels down the line. If

workers do not have knowledge of company policies, communications breakdowns can occur with increased frequency.

So far as interpersonal communications are concerned, only a third of the workers believed that their foremen gave them a chance to explain their own ideas or to give reasons for believing as they do. It must also be of concern to management to note that one-third felt that their foremen were likely to explode if workers began talking on topics which touched a sore spot. It is easy to suspect, then, that some foremen actually encourage their workers to go elsewhere for assistance, for example, to a union steward, who would know less about the matter.

In general, foremen did not rate very well in another essential communicative factor. Only one in eight reported that his foremen was likely to welcome suggestions. Instead, workers reported that they could be certain that some form of chastisement would occur. Just nine per cent felt that their foremen used various ways of communicating ideas, when it is generally known that leaders must communicate differently with individuals. It is little wonder that workers (33%) expressed dissatisfaction with the way communications were handled.

As was indicated earlier, many foremen must be credited with good communications and we must stress this point as well. For example, about 25 per cent of the workers believed that their foremen tried to see their points of view, that they tried to accept suggestions for further consideration, and that they would even entertain opposing ideas under certain circumstances.

A number of foremen apparently have some of the qualities of a good listener too. Though in the minority, 38 percent of the workers indicated that their foremen seemed to listen intently to the entire story, and the telephone or people were not allowed to interrupt the conversation. As a result, these workers felt at ease and unafraid in their conversation and spoke more rationally and calmly. Better decisions on both sides (they felt) were forthcoming.

But a fair-sized percentage (33%) of the replies indicate that other foremen have the serious habit of monopolizing the conversation instead of listening at times. There were 24 per cent who felt that constant interruptions by the foreman were difficult hurdles as they tried to solve problems. According to 33 percent, no listening occurred whatsoever and brush-offs occurred. There was the feeling that the foreman's mind was set and that conversation would be useless.

NONSUPPORTIVE ATTITUDE

Of equal interest to management is the nonsupportive attitude observed by 24 percent of the workers who felt that their foremen instead of listening to them were only spending their listening time thinking up arguments instead of working with the employee in reaching a solution. Some 16 percent of the workers went so far as to indicate that their foremen seemed deliberately to misunderstand as they listened.

Except for talking loudly enough to be heard, which is an important aspect in communication, many foremen appear to have various inadequacies in speech. This is particularly true when we think of what and how a thing is said or handled.

With regard to ethics, which we know relates in brief to the speaker's fairness in presenting materials, the revelation of the sources of his information, and the careful preparation of his thoughts, only a fourth of the workers placed a check mark to indicate a job well done by their foremen. Here we find a weak spot, for doubt instead of belief is likely to prevail when materials aren't handled objectively.

VAGUE EXPLANATIONS

In a somewhat similar vein, a significantly higher proportion (44%) felt that their foremen's explanations were too vague, confusing, and contradictory in nature. An unusually high percentage of foremen were noticeably

inefficient in advising their men what approaches to take in certain instances. For example, 80 percent of the workers had the feeling that their foremen would far rather discharge them than to give them constructive suggestions.

Another oversight by many foremen: there were but 13 percent of the workers who reported ever receiving any praise for work well done. About the same percentage indicated experiencing conversations in which veiled threats or other unnecessary and derogatory remarks about other workers were heard. Just five percent of those checking the survey liked the way their meetings were handled, claiming that the speaking done by foremen was, as in the case of many interviews, not the kind which inspire men to work harder.

What might we expect in areas where poor communications exist? As we might suspect, 41 percent of the workers do not tell ineffective foremen their whole story, and 38 percent choose this course because they distrust the motives and reactions of their foremen. This means that a number of industries' foremen are not getting an accurate picture of existing conditions before their decisions are made. There is no question but that this leads to inferior decision making, affecting thereby the progress of the industry.

Profit in industry suffers where poor communications exist. For it was learned that about 25 percent of the workers indicated that where poor communications occur, interest sags in doing jobs well and that a slack-off is natural in their production. It is difficult to imagine how industries can afford any such acts by workers in this day and age of increased competition, high wages, and mounting expenses.

COMMUNICATION THERAPY

There is no question in the minds of the authors that workers feel the need for better supervision in many areas. Hence, it was not surprising to find a significantly high percentage (79%) requesting courses and workshops to help the foremen improve human relations. Homer Rosenberger, of the U. S. Bureau of Roads, offers an interesting definition of it. He says: "What is human relations? It

consists of our dealings with people, especially other employees, the words we use, our tone of voice, and what we say by our silence, our gestures, and our facial expressions... In motivating employees, in dealing with different types of workers, in commending, instructing, and reprimanding, the supervisor is right in the midst of human relations."

Perhaps we may conclude that handling people is not an easy job. It takes years of experience and training, counseling, management techniques, and public speaking.

Where can such training be obtained? Usually, management can find it through seeking out competent staff members in our universities. And we might add that financial assistance motivates men to train themselves to do a better job.

UNIT IX
HUMAN RELATIONS IN PERSPECTIVE

NED PARNELL CASE PROBLEM

One of the most valuable employees of the Public Works Department is Ned Parnell. He is paid a base salary of \$135 a week. He is a steady worker and has contributed much to the department's public relations. He also seems to get a tremendous amount of satisfaction from his work. Ned Parnell is inclined to be independent, thinks for himself, and resents too much close supervision over his activities. He has been with Public Works Department for nearly eight years. Works Director Art Delscamp thinks the world of Mr. Parnell and wishes he had four or five more who could produce as well as he. For five consecutive years Ned has had an unblemished work record.

Ned Parnell has come to Mr. Delscamp with a request for an extra week's vacation. Department practices, quite rigidly enforced, provide two weeks' vacation with pay for employees up to ten years' service; over ten years, a three weeks' vacation is given. Ned Parnell explained that he wanted three weeks' vacation this year to enable him, his wife, and family of two boys and one girl to drive to California and back. He said they would need three weeks in order to take in all the sights of the beautiful western scenery. Two weeks would hurry them too much. His wife is anxious almost to the point of being insistent that they go this year. Her parents live in Los Angeles and celebrate their fortieth wedding anniversary this June. Mrs. Parnell wants to attend this, and the children are all keyed up to go. Ned explains that he doesn't see how it is possible to postpone or to cut it to two weeks.

Mr. Delscamp indicated that he could see Ned's viewpoint, but if permitted the extra week, it may cause ill feeling among the rest of the employees who know of the company's practices regarding vacations. Making Ned an

exception may set a bad precedent.

Problems:

1. What decision do you feel Mr. Delscamp should make in this case?
2. Explain how you would implement your recommended decision by Mr. Delscamp.

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